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ABSTRACT

This report contains a detailed description as well as data and analyses for the many facets of the Kentucky Career Ladder Pilot Project. The primary purpose of this research and development effort was to design and implement a teacher evaluation system that was valid and reliable and at the same time relatively easy to use. There are 11 chapters: (1) executive summary; (2) a historical perspective; (3) the development of an evaluation system; (4) the selection and preparation of participants; (5) the training and certification of administrators and observers to use the evaluation instruments; (6) extended employment program for teachers; (7) the data collection process; (8) the purpose and ten assertions; (9) special project on expected student achievement; (10) the Kentucky teacher inventory survey; and (11) revised teacher evaluation instruments used in the pilot project. (JD)

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KENTUCKY CAREER LADDER COMMISSION

RESEARCH REPORT on the 1986-87 Pilot Program

COMMONWEALTH OF KENTUCKY

July 1988

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KENTUCKY CAREER LADDER COMMISSION

RESEARCH REPORT
on the
1986-87 Pilot Program

RESEARCHERS:

James Craig

Stephen Miller

Roger Pankratz

Doris Redfield

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PREFACE

This research report is the second of two documents produced by the Kentucky Career Ladder Commission to report the results of the Career Ladder Pilot Program. The first document, The Kentucky Career Ladder Commission Summary Report on the 1986-87 Pilot Program, was produced and presented to Governor Martha Layne Collins in November of 1987. Whereas the first document provided legislators, state officials, and the public with an executive summary and the Commission's recommendations, this research report contains a detailed description as well as the data and analyses for the many facets of the Kentucky Career Ladder Pilot Program. As such, there is a great deal of information to peruse and digest if one is interested in comprehending the complex research and development effort associated with the Pilot Program. The primary purpose of this research and development effort was to design and implement a teacher evaluation system that was valid and reliable and at the same time relatively easy to use. If one takes the time to study this report, it will become evident that while the instruments, processes, and procedures that were developed and refined need further testing, they do work. And, if used properly, they could have utility in improving public education for people of the Commonwealth of Kentucky.

As Chair of the Career Ladder Commission, I want to thank the researchers who developed and wrote this report. In particular I would like to acknowledge the fine work of Dr. James Craig, Dr. Roger Pankratz, and Ms. Cathy Lewis at Western Kentucky University, who collectively spent literally hundreds of hours putting together the text and appendices of this technical report. In addition, I would like to thank Western Kentucky University for supporting the production of this report long after funding of the Career Ladder Commission had ceased so that the people of Kentucky may have a complete and accurate accounting of the Kentucky Career Ladder Pilot Program.

Wade Mountz, Chairman

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Chapter I

Executive Summary

The Career Ladder Pilot Project

The stated purposes of the Kentucky Career Ladder Pilot Project were to:

1. Test the feasibility of operating the proposed statewide system to recognize and reward high quality teachers, and

2. Provide reliable Kentucky-based information for making sound decisions concerning the future operations of a teacher career incentive program.

The authority for developing and conducting the Pilot Program was established by House Bill 6, sections 21 and 22, passed in the July 1985 extraordinary session of the General Assembly.

Key provisions of sections 21 and 22 were:

- A 22-member commission to oversee the development and implementation of a pilot program

- A two-year pilot program based on the July 1985 report of the Career Ladder Committee

- A comprehensive evaluation system for assessing teacher performance to be developed and readied for implementation in the 1986-87 school term

By late 1985 Governor Martha Layne Collins appointed a Career Ladder Commission composed of:

- 2 public school superintendents
- 2 public school principals
- 6 public school teachers
- 2 public school board members
- 10 representatives of the lay public

In addition, an Executive Director and support staff were employed.

In February of 1986 a memorandum of agreement was signed with Western Kentucky University to design and develop an evaluation system that would assess teachers' performance as specified in the **Report of the Kentucky Career Ladder Committee.** Development teams were formed to design teacher assessment instruments for three of the four areas named by the Career Ladder Committee: (a) instructional performance, (b) professional growth and development, and (c) professional leadership and initiative. Because student achievement as a direct measure of teacher performance raised some very difficult issues, the Commission, after much deliberation, decided to fund a special research and development project on expected student achievement. The purpose of this project was to determine appropriate strategies for including this performance area in a teacher evaluation

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system. The results of this effort are described in Chapter IX.

Teacher assessment instruments developed for the Pilot Project were:

1. A **Classroom Observation Instrument** designed to measure management of student conduct, organization and development of instruction, presentation of subject matter, and communication.

2. A **Teacher Dialogue Instrument** designed to assess the teacher's planning and student evaluation processes.

3. A **Goal-Setting Instrument** designed to test the teacher's ability to set and achieve goals in Professional Growth and Development and in Professional Leadership and/or Initiative.

The two primary sources for the development of specific items of the three instruments were responses to questionnaires from Kentucky teachers and the established and current research on teacher effectiveness.

By August 1986, 337 elementary and secondary teachers from 47 schools in 12 public school districts across the state were selected to participate in the Pilot Project. In addition, 77 administrators (mostly principals) and 75 state-paid observers were selected as data collectors. Administrators were required to undergo 8 1/2 days of training and state observers 8 days of training to use the three teacher assessment instruments. Both groups were required to pass written knowledge and coding accuracy tests before collecting data.

Key processes and events in the Pilot Project relating to the assessment of participating teachers were:

September 1 - October 15, 1986 -- Development and negotiation of 674 professional goal sets by teachers with the assistance of their principals

October 21, 1986 - May 1, 1987 -- Completion of approximately 4500 classroom observations and 1500 one-hour dialogues by three-member evaluation teams

May 20 - June 15, 1987 -- Review and assessment of teachers' progress toward professional goals by three-member evaluation teams

May 20 - June 15, 1987 -- Meeting of three-member evaluation teams to render a professional judgment of teaching abilities and skills of the participating teachers

June 1 - 15, 1987 -- Completion of focus group interviews across the state for teachers, administrators, state observers, and career ladder staff

The completion and assessment of ten days of extended employment for all participating teachers was part of the Pilot Project but separate from the teacher evaluation system. The 12 districts designed plans and reported the results of utilizing their participating teachers for ten days after the close of school.

All data were mailed or hand carried to the career ladder office. By statute, all evaluations remained confidential and no teacher was given feedback or experienced any consequence resulting from their assessments in the Pilot Project.

More than one million pieces of data from the Pilot Project were analyzed and subjected to statistical analyses. While the first order of business was to respond to the ten assertions stated in the Report of the Kentucky Career Ladder Committee, data analysis will continue for months to come.

Findings of the Pilot Project

Limitations of the Findings

The 1986 General Assembly appropriated only one year of funding for the Pilot Project that was originally designed to test a two-year teacher evaluation cycle. The shortened time frame, the limited funding, and the required specifications of the Pilot Project impose the following limitations on the findings:

1. The feasibility of operating a statewide career ladder program could not be tested. Only elements such as evaluation instruments and processes were tested.

2. Management concerns regarding a statewide system could not be fully addressed with the small sample size of the Pilot Project.

3. The normal consequences of evaluation on teachers and principals were not operating in the Pilot Project due to the required confidentiality of data and the specified plan that **all** participating teachers would be paid $2000.

4. The specified two-year goal setting/goal attainment process for teachers could not be adequately tested in one year.

5. A one-year Pilot Project did not allow the revision and further testing of newly developed instruments (i.e., problems with the design of the content section of the classroom observation instrument could not be corrected and further tested in one year).

Findings

The data from the Pilot Project suggest that, with further development and testing, it would be possible to produce a professionally and legally defensible Kentucky teacher evaluation system that can identify highly effective teachers. Although some parts of the evaluation instruments did not yield useful data and other parts could not be tested fully, for the most part the data were statistically reliable. This finding suggests that, with modification, the instruments and procedures developed have potential for identifying teachers who demonstrate effective teaching practices. The data also indicate that it is possible to train, in approximately eight days of training, a team of observers to be accurate data collectors using the three instruments designed for the Pilot Project. Furthermore, the data suggest that, given a set of criteria and a preferred method for combining the data from various instruments, there exists the knowledge and expertise within Kentucky to design and develop a valid and reliable evaluation system for teachers.

The data from the Pilot Project provided useful information regarding where and how evaluation instruments should be revised, how assessment processes should be modified, and what new elements should be added to strengthen the evaluation system. The data also raised key issues overlooked in the design of the Pilot Project such as the difference between effective classroom teaching behavior and the overall effective teacher as perceived by administrators, parents, and students. Issues like this are philosophical rather than technical in nature and must be taken into account in the design of a teacher evaluation system.

Data from the **Classroom Observation Instrument** yielded 15 scores that are reflective of effective teaching behavior. Statistical analysis indicated that 14 of the 15 scores were meaningful and interpretable. That is, they were distributed over a reasonable range and appeared to be related to one another. Data from the content portion of the instrument did not yield consistent data and were not used in the assessment of teachers. This section of the instrument which yields an analysis of the content taught will need a redesign and further testing before it can be useful. The 14 effectiveness scores were all designed as ratios with ideal ratios defined. Thus, teachers could be compared in each area to an ideal standard as well as to the scores of a group--an important feature for offering meaningful feedback to teachers.

Data from the **Dialogue Instrument** yielded a score for each of seven question sets, a composite score for planning, a composite score for evaluation, and a composite score for the entire instrument. Like the score from the **Classroom Observation Instrument**, the score from the **Dialogue Instrument** had a reasonable range so that teachers could be ranked and the scores were related to each other. That is, if the teacher was high on one of the seven question sets, it was highly probable he/she was high on the others. Scores for planning and evaluation on the **Dialogue Instrument** were related most to the management scores on the **Classroom Observation Instrument**.

Data from the goal setting and judging progress toward goal achievement indicated considerable agreement among observation team members but did not provide a range of scores. At the end of the year 86.9% of the participating teachers were judged to have made adequate progress toward the two-year goals they had developed in the fall of 1986. The judgment of adequate progress was especially confounded by the fact that work on some of the teachers' goals was not to begin until the second year. For a two-year process, a two-year test was needed. Goal set data suggest the possibility that the attainment of professional goals could be considered as a precondition for advancement rather than an assessed criteria for advancement.

Data produced by the special project on expected student achievement indicate that students, parents, and teachers value a variety of achievement goals in addition to basic mathematics and reading skills. Also teachers teach for and document the achievement of a variety of learning outcomes not normally assessed on standardized achievement tests. Two broad categories of student achievement outcomes were identified by teachers participating in the special project on expected achievement: (a) learning outcomes common to all types of students and various disciplines, and (b) learning outcomes unique to a particular discipline area and/or type of student. Data from the expected achievement research effort yielded information suggesting that with continued research and development, over a period of time from two to four years, a method for including expected student achievement as a valid part of a teacher evaluation system could be devised. A specific research agenda to be followed is described in Chapter IX of this report.

At the end of the school year, all data collectors were asked individually to render their professional judgment of the teacher(s) they had observed. Of the 337 participating teachers , 216 (64%) were recommended for advancement on a career ladder by unanimous agreement of all three team members. Fifty-one (15%) were recommended by two of three team members. Thirty-two (9.5%) were **not** recommended by unanimous agreement and 25 (7%) were **not** recommended by two of three team members. There was no decision on 13 teachers because of missing data. It should be noted that there was unanimous agreement among evaluation team members in three of four cases. With reference to the evaluation team members' concept of the ideal teacher, 20% of 337 participant teachers were judged in the top 5%, 61% were judged in the top 10%, and 93% in the top 20%.

Responses to the Ten Assertions

The two stated purposes of the Kentucky Career Ladder Pilot Project were given operational meaning by ten assertions or research questions that were tested. While these are each treated in more detail in Chapter VIII, a summary response for each follows.

Assertion 1 -- That given a pool of teachers, the evaluation system can identify those who are of high quality

Assertion 2 -- That the evaluation system can produce a reasonable range of ranking of teachers from lowest to highest

The evaluation system can identify those teachers who are of high quality and can produce a reasonable range of scores to rank teachers from lowest to highest. High quality was operationally defined as those teachers demonstrating behaviors judged highly effective by the teaching profession and by research to produce student learning. Scores produced by the evaluation instruments were combined and processed using three different methods: (a) a **filter** method requiring a teacher to meet a set standard on each of 14 performance scores for advancement, (b) a **composite** method requiring teachers to have a set overall average of performance scores, and (c) a **combination** method, a hybrid of methods #1 and #2. All three methods produced a reasonable range of ranking of teachers. The appropriate method to use in a career ladder program is a matter of philosophical stance and of professional preference.

Assertion 3 -- That there will be a significant correlation between the committee evaluation and the independent evaluation

The data indicate that in the Pilot Project, the two evaluation teams--the administrator/peer teacher/state observer team and the team of three state observers--are within an acceptable range of consistency in their coding and assessment of the relevant teacher behaviors. This assertion was tested by examining the intercorrelation of scores of different evaluators observing the same teachers and by examining the mean differences of team scores evaluating the same teacher. In general, the three team members' scores were found to be correlated and the two team scores were found not to differ significantly.

Assertion 4 -- That a school system can effectively utilize those teachers who have been identified as high quality for ten (10) additional work days to further its educational goals

All 12 districts developed plans in accordance with the required format. With few exceptions, the districts were able to implement their extended employment plans and produce quality products that were judged useful to the district, the school, and/or the instructional programs of the schools. Factors that appeared to affect the degree to which teachers were profitably utilized were local leadership and the degree of local support.

Assertion 5 -- That it is reasonable to expect principals to perform the required tasks of the career ladder evaluation system

Overall, the administrators in the Pilot Project were able to complete the evaluation tasks for teachers assigned to them; that is, they were able to be trained and, within acceptable limits, to collect data accurately. However, they were not always able to complete their evaluation assignments on schedule even though usually they had just three to five teachers assigned to them. The extra workload for administrators, particularly principals, was a problem. Thus, it does not appear feasible to expect a principal to properly conduct the various activities of a statewide evaluation system without a reassignment of workloads and additional help for administrative duties presently assigned to the principal.

Assertion 6 -- That the principals and other evaluators can be trained in a reasonable length of time to adequately utilize the career ladder evaluation procedures and instruments

It was possible to train administrators in 8 1/2 days and state observers in 8 days to accurately use the three evaluation instruments employed in the Pilot Project. From a technical perspective, this training time is very reasonable considering the complexity of the instruments. However, many administrators reported that 8 1/2 days away from school for training was too much time. While it is possible to design training to minimize the time away from school, it would be difficult to reduce the actual hours needed for learning to accurately use the instruments without seriously compromising the evaluation system.

Assertion 7 -- That the evaluation system used by the committee, as defined in the career ladder plan, can produce teacher evaluations that are valid, reliable, and free from personal and political bias

From an examination of the processes used in the Pilot Project to develop the evaluation instruments and of the data collected on the 337 participating teachers, it is safe to conclude the following:

1. There is content validity within the **Classroom Observation** and **Dialogue Instruments** based on the research literature and the statewide professional judgment verification process.

2. The training was effective in producing observers who can observe a classroom and dialogue a teacher reliably.

3. Individual differences in observations and dialogues did not systematically bias the data.

4. A system for evaluating teachers will reduce the likelihood of making errors in judging teacher performance over the course of a school year if the scores of three observers are aggregated rather than using each individual rating.

5. No evidence of personal and political bias was found to be operational in the Pilot Project.

Assertion 8 -- That there exists a pool of qualified persons who are willing and can be trained to serve as career ladder evaluators along with the principal

A pool of qualified persons who are willing and can be trained to be reliable observers exists. The ultimate size of this pool is unknown from the data collected in the Pilot Project. The Commission staff experienced few problems recruiting and selecting the 75 state observers used as data collectors. A number of the state observers indicated they could assess as many as 35-40 teachers if employed on a full-time basis. Few practicing teachers applied as part-time observers of their peers. Time commitments and teaching responsibilities were the most frequent reasons given for not wanting to serve as state observers. Arrangements for substitutes and/or released time for teachers will be needed before the assertion that there exists a pool of practicing teachers willing to observe/evaluate their peers can be fully tested.

Assertion 9 -- That a system can be created and operated to record and retrieve the necessary information

The system to collect, transmit, record, and retrieve the relevant data for the Pilot Project was created and is operating. The system consists of several components each of which was related to the type and source of data being collected. Data recording, retrieval, and processing procedures were efficiently and effectively developed and used in the Pilot Project with the assistance of available computer technology. While the researchers in the Pilot Project do not foresee any major problems in developing a statewide system, whether such a system could be developed and efficiently used was not tested.

Assertion 10 -- That the evaluation system can complement and strengthen the local teacher evaluation process

Administrators in the Pilot Project perceived that the evaluation system used can and, in some instances, will complement and strengthen their district's local teacher evaluation process. The greatest concern expressed by most administrators was having enough staff and enough time to implement whatever evaluation system is being used. If development and testing of the instruments used in the Pilot Project were to continue, districts through the work of their local evaluation committees would adopt one of two possible strategies: (a) adapt one or more instruments for use in the local system, or (b) adapt elements of instruments for use in the local system.

Summary Data from Focus Group Interviews

General statements and impressions of their experiences in the Pilot Project were collected at the end of the project from participating teachers, administrators, and state observers. These were collected in each district using a focus group interview technique. The following statements, not ordered in any particular manner, summarize the general impressions of the Pilot Project participants:

1. Teachers generally felt that the Pilot Project had been a professionally rewarding experience even though the amount of work involved was more than they expected.

2. Many teachers reported they did not like or understand the rationale for not receiving feedback on their performance.

3. A number of administrators said they did not like being out of their school for training as much as the project required. Also, they reported not liking the fact that they could not give feedback to their teachers following the observations and dialogues.

4. Both the administrators and the state observers believed there were important behaviors not addressed on the Classroom Observation Instrument. Many of these behaviors were related to affective student/teacher interaction.

5. Overall, teachers felt that the presence of a state observer or an administrator, after the first observation, had little effect on them or their students.

6. The teachers generally felt that the administrators, but especially state observers, needed more information about the lesson they were observing in order to put the lesson in proper perspective and to be better able to understand the lesson they were observing.

7. Many teachers reported they did not understand how the lists of goals and activities had been initially generated and how the weights attached to the activities had been assigned.

8. State observers reported relatively little trouble conducting the goal set reviews other than encountering missing materials and/or inadequately documented goals and activities. Administrators did not report any problems other than having enough time to review the materials.

9. Participating teachers reported that the state observers and administrators generally followed the correct observation and dialogue procedures as they, the teachers, understood them.

10. Teachers and administrators expressed a need to define student achievement more broadly than what is measured by standardized test scores.

Kentucky Career Ladder Commission Summary Report

The Kentucky Career Ladder Commission published a Summary Report in November, 1987, for submission to Governor Martha Layne Collins. The report (see Appendix I.A) consists of a brief presentation of the historical perspective of the Pilot Project, a summary of the Pilot Project findings, and a listing of the Kentucky Career Ladder Commission's recommendations.

Chapter II

Conceived in Reform and Guided by Collaboration: A Historical Perspective

The Career Ladder Legislation

The heart of education is still the relationship between the teacher and the student in the classroom... The question of improvement and the quality of teaching, of the esteem and the respect for the teaching profession, the inspiration and relationship between teacher and student is at the heart of the educational process and all others must cluster around that idea. (Edward F. Prichard, Jr., "The Path to a Larger Life," A Report of the Prichard Committee for Academic Excellence, 1985, p. 1)

The Kentucky Career Ladder Pilot Program described in this report is a product of the educational reform movement that began in the early 1980s. This movement focused attention on our schools and the teachers who teach our children. The above statement of Mr. Prichard is exemplary of the position of leaders in Kentucky and across the nation who kindled a movement to excellence in elementary and secondary schools. In the summer of 1983, the National Commission for Excellence in Education published their report **A Nation at Risk**. This report told us that our public schools are behind those of other nations and that our graduates have lost their competitive edge in a number of academic areas. In Kentucky, this need to focus our attention on schools and on the teachers who teach in our schools was detailed in the March 1984 Chamber of Commerce **Kentuckians for Excellence in Education Task Force Report,** which included 11 specific recommendations for upgrading public schools in the Commonwealth. This report, developed by prominent business leaders, educators, and lay persons, focused attention on the lack of reward for the teacher.

In addition to the very modest average salary paid Kentucky public school teachers, there is little reward, either financial or societal recognition, for the superior classroom teacher. The current financial compensation system is designed to reward teachers only for years of service and acquisition of college degrees and graduate coursework. The reward system fails to recognize superior instructional performance either through additional financial incentives or societal recognition. In fact, the current system actually encourages the more able and competent teachers to abandon the classroom for the higher salaried administrative and supervisory *positions of the public schools. ("An Opportunity for Excellence," Kentuckians for Excellence in Education Task Force, 1984, p. 16)*

Based on this identified need, the Task Force in their published report suggested the following recommendation.

In order to encourage the superior teacher to remain in the classroom and to reward exceptional ability, the Kentucky General Assembly should enact a career ladder for public elementary and secondary teachers. (p.34)

The report further suggested several organizational elements, processes for implementation, and criteria for advancement by teachers in a career ladder program.

Regional factors were also a force in the initiation of a pilot of the career ladder system in Kentucky. In 1983 and early 1984, several southern states, e.g., Tennessee and Florida, were developing and testing teacher career ladder programs that offered incentive pay to teachers who demonstrated superior performance. The combined influence of activity at the national level and of in-state reports and initiatives prompted the inclusion of a career ladder plan as part of Governor Martha Layne Collins' educational reform package presented to the 1984 General Assembly. Specifically, KRS 161.22, a component of the Governor's legislative package, included the following:

1. No later than August 15, 1984, the Governor shall appoint a 25-member committee. It is recommended that the Committee be composed of the state superintendent of public instruction or designee and representatives from each of the following groups:

a. Kentucky colleges or universities;

b. The State Board of Education;

c. The Council on Teacher Education and Certification;

d. The Kentucky Education Association;

e. The Kentucky Chamber of Commerce;

f. The Kentucky Parent-Teacher Association;

g. The Kentucky Association of School Administrators;

h. The Kentucky School Boards Association; and

i. Citizens at large.

2. No later than July 1, 1985, the Committee shall:

a. Identify the appropriate steps of a career ladder;

b. Identify the training and competency requirements for each step;

c. Develop a plan for placing currently certified teachers at the appropriate step;

d. Develop a plan for transition from the existing salary schedule to a salary schedule which is compatible with the career ladder; and

e. Select or develop an appropriate evaluation system to measure competency of new teachers and of teachers advancing on the career ladder.

3. Areas of competence specified in subsection (2) of this section shall include, but not be limited to, an understanding of school curriculum; teaching practices and procedures; use of materials, discipline, knowledge of the learning process; and academic content.

4. The Kentucky Department of Education shall be responsible for convening all meetings of the Committee and providing technical assistance for the Committee. The Committee shall complete its work by July 1, 1985, and shall submit its report to the Governor, State Board of Education, Legislative Research Commission, and the Interim Joint Committee on Education. The Interim Joint Committee on Education shall present the final report to the General Assembly for approval in 1986. A career ladder shall not be implemented until approved by the General Assembly.

The above career ladder legislation was passed by the 1984 Kentucky General Assembly. The facilitation of the work of the Career Ladder Committee became the responsibility of the Department of Education.

The Work of the Career Ladder Committee

By late August of 1984, 25 Career Ladder Committee members had been appointed to include the following:

David Alle
Joyce Childress
Judith Clabes
Hallie Evans
Ray Fowler
Judith Gambill
Wayne Harvey
Marlene Helfrich
James L. Howar
David Keller
Clinton D. Kirk
Cecil Mackey
Supt. Alice McDonald
Jack Moreland
Wade Mountz
Bill Nallia
Rafeal Nystrand
Roger Pankratz
James Ratcliffe
Pam Renfro
William Shadoan
Donald Skeeters
James Taylor
Corless Wiley
John Williams

Department of Education staff assigned to facilitate the work of the Committee were:

Dr. Donald B. Hunter, Staff Director

Ms. Rita Lindsey, Staff Assistant

Dr. Jacqueline Cantrell, Evaluation Assistant

Mr. Tom Willis, Finance Assistant

Ms. Dana Hodgkin, Secretary

The initial meeting of the Career Ladder Committee was held in Frankfort on October 26, 1984, in the State Board Room of the Capital Plaza Tower. At this meeting, Governor Martha Layne Collins welcomed the Committee members and challenged them to design a career ladder plan for Kentucky teachers. Dr. Donald Hunter, staff director, introduced staff members from the Department of Education and further delineated the Committee's operating procedures. Dr. Hunter also provided each Committee member with a series of key documents on career ladders, teacher evaluation, and incentive pay. Each Committee member was asked to review these documents in order to initiate a common knowledge base for their future work.

The second Career Ladder Committee meeting was held in Louisville on November 29 and 30, 1984. Reports regarding Tennessee's Career Ladder Program and Florida's Master Teacher Program were presented by invited consultants. Staff director Don Hunter presented a set of proposed principles to consider in designing a career ladder program.

At this meeting Mr. Wade Mountz and the Honorable William Shadoan were elected Chairman and Vice-Chairman, respectively. In addition, chairpersons for each of three working subcommittees were elected: Judith Clabes, Finance Committee; David Allen, Operations Committee; and Roger Pankratz, Evaluation Committee.

In the interim between the second and third Committee meetings more than 40,000 questionnaires regarding the 14 proposed guiding principles were mailed to Kentucky teachers, administrators, PTA representatives, and interested lay citizens. Nearly 18,000 questionnaires were returned and processed. Respondents rated each of the 14 items on a five-point agree-disagree scale and provided 116 typewritten, single-spaced pages of comments. At the third Career Ladder Development Committee meeting held on February 15-17, 1985, in Frankfort, the results of this statewide survey were presented to Committee members. After some discussion, 13 of the principles were passed unanimously by the Committee. Principle 2 passed with three opposing votes. Those 14 adopted Guiding Principles are presented below.

Kentucky Career Ladder Plan Guiding Principles

The guiding principles of the Kentucky Career Ladder Plan are:

1. The Career Ladder Plan should be designed for the purpose of improving the quality of classroom instruction, increasing the attractiveness of teaching, and encouraging the recognition and retention of high quality teachers.

2. The Career Ladder Plan should maintain the practice of granting tenure to competent teachers, but the plan may include provisions that affect the procedures for granting tenure to teachers in the future.

3. The Career Ladder Plan should not be an alternative to an adequate base salary for all teachers.

4. The Committee shall be guided by the provision of the statute which states, "any currently employed teacher may apply for admission to the professional career ladder program at any time in the future or choose to remain on the current ranking program."

5. The Career Ladder Plan should contain salary levels that are differentiated sufficiently so as to make the attainment

of the various levels financially attractive.

6. The Career Ladder Plan should be based upon a continuous, comprehensive evaluation of teacher performance as indicated by multiple sources of information. Classroom performance should be a significant part of the evaluation system.

7. The Career Ladder Plan should provide for evaluation based on indicators associated with effective classroom practices.

8. The Career Ladder Plan should provide for appropriate training of individuals who participate in the evaluation process.

9. The Career Ladder Plan should be open for individuals to progress on it without regard to arbitrary caps and quotas.

10. The Career Ladder Plan should contain an appeal process that provides prompt and impartial review.

11. The Career Ladder Plan should specify a process for administration, periodic review, and evaluation.

12. Following full implementation, the Career Ladder Plan should provide "transferability" of career status among districts within the state.

13. The Career Ladder Plan should provide for a teacher to move to a lower level either by individual choice or based on unacceptable performance review.

14. Criteria and procedures for advancement on the Career Ladder should be made public. Instruction shall be provided for teachers about these criteria and procedures prior to the implementation of the process.

Following the consideration and adoption of the 14 guiding principles, the remainder of the Committee meeting time was devoted to the work of the subcommittees. Members of the subcommittees were:

Evaluation Subcommittee

Roger Pankratz, Chair

Hallie Evans *James Howard*

Jack Moreland *Bill Nallia*

Ray Nystrand *Pam Renfro*

Donald Skeeters

Operations Subcommittee

David Allen, Chair

Marlene Helfrich *Corless Wiley*

Ova Cecil Mackey

Finance Subcommittee

Judith Clabes, Chair

Judith Gambill *David Keller*

Clinton D. Kirk *James Ratcliffe*

William Shadoan *James Taylor*

From February through April each subcommittee worked on specific tasks, meeting on the average of twice each month. Periodically, Chairman Mountz would convene the total Committee for a short progress report. Two meetings during the second and third weekend of May 1985 were reserved for the purpose of discussing and reaching general agreement on specific elements of the Career Ladder Plan developed by each subcommittee.

The result was a complete draft of a Career Ladder Proposal that was printed by the Kentucky Education Association on four pages of newsprint. More than 70,000 copies were distributed to teachers, administrators, teacher educators, school board members, parents, and interested citizens. The draft of the proposal was then considered by the members of the Kentucky Career Ladder Committee during its final meeting on June 22, 1985. The final draft of the Committee report was passed by the Committee in a unanimous vote. The **Report of the Kentucky Career Ladder Committee,** more commonly known as the "Blue Book," was submitted by July 1, 1985, to the Governor, State Board of Education, Legislative Research Commission, and the Legislative Joint Interim Committee on Education. The plan included the following elements: (a) steps of the Career Ladder with specification for the evaluation system, (b) organizational structure with a 22-member governing body--The Career Ladder Commission, (c) operational procedures, (d) Career Ladder salary incentive recommendations, and (e) Career Ladder Pilot Project.

Specifications for the teacher evaluation system included four areas: (a) instructional performance, (b) professional growth and development, (c) professional leadership and initiative, and (d) student achievement. Student achievement as a measure of teacher performance was a debated issue in the work of the Career Ladder Committee; however, it was included in the Committee's report as a performance area to be included in the teacher evaluation system.

The most important element was the Pilot Project, since the report specified that no career ladder project could be implemented until successfully tested. The description of the proposed Career Ladder Pilot Project specifically presented: (a) ten assertions to be tested, (b) preparation procedures, (c) training and development, (d) an independent team evaluation, (e) a local committee evaluation, (f) work beyond the school year, and (g) instructions for how the conclusions of the study should be reported.

A complete text of the **Report of the Kentucky Career Ladder Committee** appears in Appendix II.A.

The Work of the Kentucky Career Ladder Commission

The **Report of the Kentucky Career Ladder Committee** was accepted by the Governor, the State Board of Education, the Legislative Research Commission, and the Joint Interim Committee on Education. In July of 1985, enabling legislation was passed (sections 21-22 of House Bill 6) in the extraordinary session of the General Assembly. The legislation required that no later than the effective date of the Act, the Governor appoint a 22-member commission to oversee the implementation of a pilot project designed to test the feasibility of operating a statewide career ladder system for teachers. Like the Committee report, the legislation recommended that the Commission be composed of: (a) two public school superintendents, (b) two public school principals, (c) six public school teachers, (d) two public school board members, and (e) ten representatives of the lay public.

In addition, House Bill 6 specified that: (a) the Commission shall be responsible for general policy decisions required for the pilot project; (b) the Commission initiate a two-year pilot project based on the July 1985 report of the Career Ladder Committee; (c) the Commission submit a report of their findings in September of 1988 to the Governor, the State Board of Education, the Legislative Research Commission, and the Joint Interim Committee on Education; and (d) the participating districts be selected by July 1, 1986 (see Appendix II.B for the complete text of House Bill 6, Sections 21-22). The implementation of House Bill 6 required that the pilot project, including a comprehensive evaluation system for assessing a teacher's performance, be developed and readied for implementation in the 1986-87 school year. The time frame of this mandate created a serious financial problem since the General Assembly did not meet again until January of 1986 and, therefore, no funds for development could be appropriated before early spring of 1986.

With the assistance of the Governor's Office, a start-up fund of $300,000 was secured; office space and support were provided by the Department of Education; and, by late 1985, a 22-member commission was appointed by the Governor. Dr. Don Hunter, former staff director for the Career Ladder Development Committee, was employed as the Executive Director along with Ms. Sally Gates as Research Director. Those appointed to serve on the Kentucky Career Ladder Commission were:

Wade Mountz, Chairman

Pat Cole
Neill Day
Hallie Evans
Steven J. Fischer
Alice Folger
Ray Fowler
Larry M. Greathouse
Robert Greenwood
Marlene Helfrich
Lorrel Humber
Jon Henrikson
J. E. Johnson
Clinton D. Kirk
Jack Moreland
Pam Renfro
Jane Scarborough
Ronald L. Sheets
Ted Smith
Charles D. Sword
Ronald Walton
Mattie Wilson

The first major task of the Commission was to identify and contract with a state agency to design and develop a teacher evaluation system for the Career Ladder Pilot Project. On January 21, 1986, a request for proposals was sent to the deans of education in each of the six state institutions of higher education with graduate programs in teacher education. The request specified both the development products (i.e., instruments, training materials, orientation guides, etc.) and the time frame for delivery of the products. Western Kentucky University was the only university that responded with a proposal and was awarded a memorandum of agreement with the Career Ladder Commission. The basic workscope of the memorandum of agreement was to design and develop an evaluation system for assessing a teacher's performance as specified for steps 3 and 4 in the "Blue Book." The memorandum of agreement also included the development of a training program for observers and administrators, the development of accompanying materials for training and certifying observers and administrators, and the development of materials for orienting participating teachers to the Career Ladder Pilot Project.

The second major task of the Commission was the selection of participating districts and the teachers within each district that would be included in the Pilot Project. Specifications for this process were stated in the "Blue Book." A more detailed description of the selection process and the program participants is presented in Chapter IV of this report.

The first meeting of the full Commission was held in Frankfort on January 15, 1986. At this meeting Ms. Sally L. Gates was appointed as the Director of Research. In addition, the Commission instructed Don Hunter, Executive Director, to solicit proposals for a memorandum of agreement from the state universities having graduate programs in education. The Commission also agreed that the Ad Hoc Committee, chaired by Jack Moreland, would serve as an oversight committee for the selection of the districts to participate in the Pilot Project. It was further stipulated that, if the home district of any ad hoc committee member was seeking to participate in the Pilot Project, the Ad Hoc Committee member would refrain from voting.

The second meeting of the full Commission was held in Frankfort on March 31, 1986. At this meeting, Chairman Mountz introduced the Commission staff and Don Hunter, Executive Director, who in turn introduced evaluation system developers from Western. The key item of discussion was the announcement by Chairman Mountz that the most recent version of the 1986-88 biennium budget showed zero funds for the second year of the Pilot Project. This cut in appropriations meant a serious alteration in the design of a planned two-year Pilot Project. First of all, this meant that the Pilot Project would be able to operate only one year; instrument revision and a second year of data could not be collected and analyzed. Second, it meant that the two-year evaluation cycle specified in the Career Ladder Plan could not be fully tested. Third, and most important, it meant that instead of testing a career ladder plan, the one-year pilot would be primarily a test of teacher performance evaluation instruments.

In April of 1986, the cut in appropriations for the Pilot Project from $5 million to $2.5 million became a reality. In the same period of time Don Hunter, Executive Director, resigned to accept the position of superintendent of Covington Schools. Both of these events required action by the Career Ladder Commission that would address the needed changes to successfully operate the Pilot Project with a full staff and with less time and funding.

At the third meeting of the Kentucky Career Ladder Commission on June 20, 1986, Dr. Stephen Miller, an assistant professor in the Department of Educational Foundations at the University of

Louisville, was employed as the Executive Director. Under the leadership of Dr. Miller, a staffing organization began to take shape that essentially remained intact throughout the operation of the Pilot Project. Sally Gates became Assistant Director; Dr. James Craig was employed as Director of Research; Martha Dempsey, Sandy Kestner, Carolynne Kleier, and Juanita Gilliam were employed as Site Coordinators; and Jackie Barnes was employed as Special Projects Coordinator. Also at this meeting of the Career Ladder Commission the problems associated with the use of student achievement as a measure of an individual teacher's performance were presented. After some deliberation, a memorandum of agreement was developed and signed between the Commission and Western Kentucky University to conduct a special one-year research project on expected student achievement.

Two special committees were created for the purpose of improving communications and expediting the work of the Commission. The first special group, formed in January of 1986, was the Ad Hoc Committee. This group served to process information and advise the Executive Director regarding issues and concerns in instances where input from the total Commission was not needed but guidance was desired.

The second special committee was the Operations Coordinating Committee consisting of Roger Pankratz (Western Kentucky University), Sandy Gubser (Governor's Office), Ed Ball (Kentucky Academy of School Executives), Steve Henderson (Department of Education), and appropriate members of the Commission staff in an ex officio capacity. The purpose of the Operations Coordinating Committee was to serve in an advisory capacity to the Executive Director and to facilitate communications among the various agencies that impacted the operation of the Pilot Project.

The Ad Hoc Committee and the full Commission continued to meet from March 1986 through November 1987 on a needs basis to supervise and monitor the Pilot Project effort and the development of reports associated with this endeavor. Below is a list of Commission meeting dates with key agenda items addressed on each meeting date identified:

March 31, 1986--Organization and operations of the committee; Possible cut in Pilot Project appropriations

June 20, 1986--Employment of a new Executive Director; Reduction in the number of districts to be included in the Pilot Project; Report on the development of an evaluation system for teachers; Problems in assessing teacher performance through student achievement

August 15, 1986--Training contract with Kentucky Academy of School Executives; Update on development and training activities; Expected student achievement project; Change in the Pilot Project research design

October 9, 1986--Update on teacher performance instruments used in the Pilot Project; Ten-day extended employment; Memoranda of agreement summary

December 5, 1986--Field report from state observers and site coordinators; Update on data collection processes; Special research requests; Financial needs beyond June 30, 1987

March 27, 1987--Blue Book assertions to be tested; Related research: teacher attitudes and school level data, University of Louisville, Memorandum of agreement; Budget update (needs beyond June 30, 1987); Focus group interviews; Goal set review

May 8, 1987--Memoranda of agreement for additional research contracts; Budget update; Career ladder video tape; Essential needs for the September deadline

October 23, 1987--Review draft of final report; suggest revisions

November 7, 1987--Approve final report

A copy of the minutes of the above Commission meetings is presented in Appendix II.C.

Commission members who resigned since January 1, 1986

Lorrel Humber *Mattie Wilson*

Pam Renfro

Commission members appointed since January 1, 1986

Dorcas Basone

Chapter III

The Development of an Evaluation System

On January 21, 1986, Don Hunter, Executive Director of the Kentucky Career Ladder Commission, issued an invitation to all higher education institutions in Kentucky with graduate teacher education programs to enter into a memorandum of agreement with the Kentucky Career Ladder Commission to develop a teacher performance evaluation system. Western Kentucky University responded to the invitation and was awarded a grant to develop evaluation instruments for the proposed Career Ladder Pilot Project. This chapter will describe (a) the task, (b) the developmental process, and (c) the preparation of trainers to train and certify state observers in the Career Ladder Pilot Project.

The Task: Specifications of the Evaluation System

The following statement is presented in the introduction to the **Report of the Kentucky Career Ladder Committee**:

Evaluation of the teacher's performance must be the major component of the plan. This evaluation should be continuous and comprehensive as indicated by multiple-sources of information. The system whereby teachers are evaluated must be valid, reliable, manageable and practical, and based on the accepted professional practice and research available. (p.iii)

"Valid" was interpreted to mean "accurate" with respect to the ability of the system (instruments) to measure teacher performance that relates to desired student outcomes. "Reliable" was interpreted to mean "consistent" or the ability of different observers to see the same behaviors or make the same ratings. "Manageable and practical" were interpreted to mean the evaluation system is "affordable" in terms of time and the personnel resources of Kentucky schools. "Based on accepted professional practice and research" was interpreted to mean that teachers and other professional educators agree that the elements of the evaluation system address what is considered effective teaching or what research indicates is a relationship between the evaluation elements and effective teaching. On pages 2-8 of the "Blue Book" regarding evaluation in Step 3 and Step 4, four factors of teacher assessment are stated:

1. Instructional Performance.

2. Professional Growth and Development.

3. Professional Leadership/Initiative.

4. Student Achievement.

For **instructional performance**, six areas are specified:

1. Planning for Instruction.

2. Management of Student Conduct.

3. Instructional Organization and Development.

4. Knowledge and Presentation of Subject Matter.

5. Communication: Verbal and Nonverbal.

6. Teacher Evaluation of Student Achievement.

For **professional growth and development** and for **professional leadership/initative**, a goal-setting process is specified. For the factor **student achievement**, a process for determining expected achievement is outlined.

Furthermore, on pages 5 and 8 of the "Blue Book" are specified weighting systems for the four factors in steps 3 and 4 followed by four instructional statements to be addressed by the developers of the evaluation system.

1. A valid and reliable method by which to obtain a scaled score on **each** of the four factors should be developed during the pilot phase.

2. A cut-off score for the evaluation component should not be set at this time. The Career Ladder Commission should then set a cut-off score for Step 4 after there is an analysis of the data collected and experience with the instrumentation and processes.

3. Using the normative data collected on each of the four factors as a guide, minimum scores or ratings should be set for each factor.

4. If during the pilot phase of the plan a valid and reliable method for assessing any of the four factors cannot be developed, the factor should be deleted from the evaluation plan until such a procedure is developed.

In summary, the tasks for the developers of the evaluation system as specified by the "Blue Book" were to:

1. Address the four specified factors.

2. Develop instruments to address six areas of instructional performance.

3. Design a goal-setting/goal-attainment process for professional growth and development and for professional leadership/initiative.

4. Attend to the four instructional statements listed above.

5. Design a system that has documented qualities of validity (accuracy), reliability (consistency), and manageability (efficiency).

6. Base the evaluation elements of the system on: (a) what is known from research and (b) what Kentucky practitioners consider best professional practice.

In addition to the above six requirements, a most difficult time frame of four months was imposed on a development budget of less than $110,000--a most challenging project considering that the initial development of a teacher evaluation system in Florida and Tennessee each required more than a year and more than a million dollars.

The Process: Building Teacher Evaluation Instruments

Developmental Strategies

Four developmental strategies were employed to aid in completing the tremendous task at hand under severe time constraints. These were (a) the use of development teams, (b) the use of what had been learned from career ladder programs in other states and other operating evaluation systems, (c) the use of computers and technology where possible, and (d) the use of a statewide professional service agency to communicate with schools and manage training processes. Sixteen key faculty from education and psychology were assigned to five development teams and worked on five tasks simultaneously. Key individuals from career ladder and evaluation systems in other states were consulted early in the development effort. Documents from other states with evaluation programs were reviewed. Computer searches of literature, computer scoring and analysis of questionnaires, and word processing were used whenever possible. Also, the Kentucky Academy of School Executives, through a sub-contract, established and managed training efforts associated with the Pilot Project, using already developed expertise and communication channels.

A Six-Phase Developmental Process

Although the specific set of activities used by each of the developmental teams working on different instruments was unique, there were six general phases in the development of each evaluation instrument used in the Pilot Project.

1. Input from consultants, research, and other evaluation documents.

2. Initial design of performance indicators, goals, etc.

3. Field verification of performance indicators, goals, etc.

4. Design of instruments.

5. Pretesting instruments and revision.

6. Training and certification of expert trainers.

Use of Consultants

Three expert consultants were brought in early in the process to share with developmental teams what had been learned in other career ladder and evaluation programs. They were:

Dr. Donovan Peterson, Director of Teacher Assessment Center, University of South Florida. Dr. Peterson's visit was focused on (a) the measurement of teacher behaviors; (b) the development of instruments to measure teacher behaviors; and (c) the validation, norming, and evaluation of measurement instruments.

Dr. Russell French, Professor, University of Tennessee, and Development Coordinator for the Tennessee Career Ladder Program. Dr. French's visit was focused on (a) the overall processes of developing a statewide system--political and technical considerations, (b) alternative sources of data for evaluating teaching performance, (c) the professional development and leadership aspect of the Tennessee program, and (d) the use of teacher dialogue and student questionnaires in the evaluation process.

Dr. Ted Andrews, Director of Professional Education Department, Office of the Superintendent of Public Instruction, State of Washington. Dr. Andrews' visit focused on (a) his recently completed review of literature on teacher effectiveness research, (b) his assessment of effective teacher evaluation practices based on his experience of working in more than 20 states, and (c) new and innovative teacher evaluation models under development.

In addition, telephone calls or visits were made to key individuals in evaluation programs operating in Tennessee, Texas, Florida, North Carolina, Georgia, Utah, and Missouri regarding specific information. The project also utilized a field advisement team of practitioners in the Bowling Green area in the early phases of development to review documents and drafts and advise the teams from a practitioner's point of view. This field advisement team consisted of:

Doris Morton, Secondary Teacher, Warren County

Francis Steenbergen, Elementary Teacher, Glasgow

W.A. Franklin, Secondary Principal, Bowling Green

Everett Leasor, Elementary Principal, Warren County

Randy Kimbrough, Supervisor, Warren County

Review of Evaluation and Career Ladder Documents

More than 100 documents on teacher evaluation and career ladder programs were reviewed by the development team members for concepts and processes that might be useful in the Kentucky Career Ladder Pilot Program. Career ladder and performance evaluation documents that contained the most helpful information were obtained from the states of Tennessee, Texas, Florida, North Carolina, South Carolina, Georgia, Utah, and Missouri.

Review of Research Studies and Documents

A specified priority in the development of the evaluation system was that it should be based on recent and relevant research. Therefore, hundreds of research studies and documents were reviewed and analyzed. Where possible, documents of the original research studies were obtained and reviewed rather than relying on summaries that were available. A number of recently published reviews of research on teacher effectiveness, teacher behavior, and teacher functions provided bibliographies which helped locate important research documents. Research reviews in publications such as **Domains: Knowledge Base of The Florida Performance Measurement System,** Office of Teacher Education, Certification and Staff Development, Florida Department of Education, Tallahassee, Florida; **Teaching and Learning in the Cognitive Domain: A Review of the Literature** by Brouillet, Marshal and Andrews, Professional Education Section Office of the Superintendent of Public Instruction, Olympia, WA 98504 (in press), were particularly helpful in locating relevant research.

Statewide Surveys of Teachers and Administrators

On three separate occasions during the evaluation system development process, statewide surveys were used to verify teacher performance items for potential use in assessment instruments. Forty thousand questionnaires requesting reaction to 55 teacher performance criteria were mailed to teachers and administrators in every public school in the Commonwealth. Of these, more than 18,000 questionnaires were returned. Also, on two occasions a random stratified sample of 825 teachers and 825 administrators (1650 total) was mailed a questionnaire requesting their input on professional and leadership development goals and activities. These three efforts, to be discussed in more detail later, provided the necessary field verification of items employed on instruments used in the Pilot Project.

Statewide Open Hearing

Four statewide open hearings were held at various locations across the state to further validate criteria used to develop evaluation instruments and processes. Following the return of the 18,000 plus questionnaires described above, an analysis was conducted of the responses and a summary prepared in a four-page Career Ladder Update document dated May 6, 1986 (see Appendix III.A), which also announced the Schedule of Open Hearings:

May 21, 1986 - Morehead--Rowan County High School, 7:00p.m.

May 22, 1986 - Lexington--Norsworthy Auditorium, 7:00p.m. (Fayette County Board of Education Building)

May 23, 1986 - Madisonville Middle School Auditorium, 7:00 p.m.

May 24, 1986 - Louisville--Durrett Educational Center, 10:30 a.m.

A transcript of these hearings is presented in Appendix III.B.

Design and Development of a Classroom Observation Instrument

A classroom observation instrument was mandated by the "Blue Book." This task was given to the Instructional Performance Development Team from Western. The members of this team were:

Dr. Gary Galluzzo, Leader

Dr. James Becker

Dr. William Meadors

Dr. Robert Otto

Dr. Richard Roberts

Dr. Keith Taylor

After an extensive review of the research literature, career ladder, and other evaluation documents, a list of 55 performance criteria for the "highly effective teacher" in the six designated areas was developed.

1.0 Planning for Instruction, 9 items

2.0 Management of Student Conduct, 6 items

3.0 Instructional Organization and Development, 7 items

4.0 Knowledge and Presentation of Subject Matter, 6 items

5.0 Communication - Verbal and Nonverbal, 8 items

6.0 Teacher Evaluation of Student Achievement, 9 items

The 55 performance criteria were statements of performance normally associated with the highly effective teachers. Those statements were developed from research documents, evaluation documents, and practitioner input. Assistance in wording the 55 statements was obtained from staff at the Appalachia Educational Laboratory, Charleston, WV; members of the field advisement team; and more than 80 teachers in graduate education classes at Western Kentucky University.

The 55 statements were then printed and mailed to the approximately 40,000 professional personnel in Kentucky elementary and secondary schools. Respondents were asked to mark one of the following responses for each statement: SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree). In addition, respondents were asked to (a) comment on items that needed clarification, (b) list behaviors of highly effective teachers not addressed in the 55 statements, and (c) express any general concerns they might have about performance evaluation. A summary of the more than 18,000 responses to this questionnaire is presented in Appendix III.A.

Because the 55 items had been gleaned from research and previous evaluation instruments validated by teachers, a high rate of agreement was expected. Each of the 55 statements received a response of agree or strongly agree by 93% of the over 18,000 who returned their questionnaires. Several items were tagged as needing clarification. Items considered important, but which were not included, were primarily in the affective domain (e.g., communicates warmth, trust, cooperates with peers, and promotes self-esteem).

After a thorough review of the research and the field verification data from Kentucky teachers on the 55 performance statements, it was decided that the list of teacher behaviors and performance indicators that should be retained for instrument development would be those that

(a) had a high level of professional agreement and (b) had research support for the relationship between the behavior/indicator and desired student outcomes. Admittedly, the effort to satisfy both the professional agreement and the research support criteria resulted in the omission of some items, particularly in the affective realm, considered by most teachers to be important to highly effective teaching. The final list of behaviors and indicators used to develop the Kentucky Career Ladder Observation Instrument includes (some are positively related to effective teaching and some are negatively related): (a) 1.0 Planning, (b) 2.0 Management of Student Conduct, (c) 3.0 Instructional Organization and Lesson Development, (d) 4.0 Presentation of Subject Matter, (e) 5.0 Communication: Verbal and Nonverbal, and (f) 6.0 Evaluation of Student Achievement

It was determined that the behaviors in instructional performance areas 2.0 through 5.0 could be assessed in a classroom observation instrument. Since areas of planning and evaluation of student achievement take place mainly outside the classroom (i.e., instructional performances areas 1.0 and 6.0), it was decided that these two areas should be addressed in another instrument involving a structured interview or dialogue with the teacher.

Thus, the **Kentucky Career Ladder Observation Instrument** was designed to assess teachers' behaviors in the classroom regarding (a) management of student conduct, (b) development of instruction, (c) presentation of subject matter, and (d) communication. Several different versions were designed, tried with practicing teachers, shared with Commission members, and revised. The final version, to be described in more detail later in this chapter, was a four-page instrument designed to be printed on the front and back of an 8 1/2 x 11 sheet. The purpose of the Classroom Observation Instrument was to assist a trained observer in accurately identifying and recording behaviors and indicators listed above in instructional performance areas 2.0 through 5.0. To accomplish this task, a coding manual which clearly described the specific behaviors to be recorded was first developed. Second, video tapes of elementary and secondary teachers teaching typical lessons were viewed by nine Commonwealth trainers from six of the eight state institutions of higher education and each with two years' experience as trainers for the statewide internship evaluation system. The trainers observed tapes using the new instruments, made modifications where needed, and came to an agreement on clear definitions and ground rules for identifying and coding teacher behaviors.

In addition to the pretesting of the **Classroom Observation Instrument**, training tapes and video tapes that check the accuracy of observers were standardized by the trainers. Trainers who demonstrated high interrater agreement became the trainers for observers and administrators in the Pilot Project. (Editorial Note--The experienced trainers were an invaluable asset to the development program. Without this expertise, the observation instrument could not have been ready for the Pilot Project and training of administrators and state observers could not have begun on schedule.)

Design and Development of a Teacher Dialogue Instrument for Planning and Evaluation

Once the decision was made to address planning and evaluation of student achievement using a separate performance instrument, a special development team was formed. The members of this special development team were:

Dr. Rober Pankratz, Leader
Dr. James Becker
Dr. Bill Berdine
Dr. George Trout

Since planning and evaluation along with several other performance areas were addressed using a teacher dialogue instrument in the Tennessee Career Ladder Program, the idea for a Kentucky dialogue instrument was borrowed from Tennessee. To expedite instrument development, several key staff from the Tennessee program were engaged to design a Kentucky instrument using the teacher behaviors and indicators identified for planning and evaluation of student achievement. The teacher dialogue instrument, to be described in more detail later in this chapter, consists of a series of structured question sets with probes to which a teacher responds about his or her planning and evaluation processes. Based on notes taken by the interviewer during the dialogue, the interviewer then rates the teacher on a series of performance statements.

The pretest of the original draft of the dialogue instrument was conducted by George Malo and Judy Basham, key staff trainers for the Tennessee Career Ladder Program. Again, a cadre of 12 experienced trainers served as the training participants. The plan was that, once trained, these experienced trainers would train state observers and administrators to conduct dialogues in the Pilot Project. Because the Kentucky dialogue instrument had different question sets and probes than the Tennessee instrument, a series of new training tapes was developed. Again, experienced staff of the Tennessee Career Ladder Program assisted in the development of video and audio tapes that could be used both for training and certifying the accuracy of observers and administrators.

Following the pretest and training of trainers session, minor revisions were made prior to the first scheduled observer training session. From the experience gained in the first scheduled training session, it became evident that the dialogue instrument was not ready for use. To address this problem, the development team redesigned the dialogue instrument and produced the **Kentucky Career Ladder Pilot Program Teacher/Observer Dialogue Instrument** used in the Pilot Project. Also, additional tapes for training and certification had to be produced before additional training could be conducted. A final activity to ready the Dialogue Instrument for use required another meeting of the dialogue trainers to standardize the training tapes and to redesign activities and processes for the state observer and administrator training.

Design and Development of Goal-Setting/Attainment Instruments and Processes

Two of the four teacher evaluation factors specified in the "Blue Book" required a structured goal-setting/goal-attainment process. The areas for goal setting were (a) professional growth and development and (b) professional leadership and/or initiative. Although the process of teachers setting goals and working toward these goals was not new, quantifying the goal sets and their degree of attainment in an accurate and consistent manner was an innovative idea. Thus, the development team working this component of the evaluation system was plowing new ground. Members of the team were:

Dr. Nancy Minix, Leader

Dr. Charles Eison

Dr. Betsy Erffmeyer

Ms. Randy Kimbrough

Dr. Carl Martray

Mr. Jack Neel

Like the development teams for instructional performance, the goal-setting team utilized the advice of consultants and made an extensive review of the research literature and evaluation documents pertaining to the goal-setting process and to the two specified evaluation areas.

Professional Growth and Development was operationally defined as the ability and willingness to undertake self-improvement activities related to increasing one's professional knowledge and skills as demonstrated through performance on the job. **Professional Leadership and/or Initiative** was operationally defined as "the ability and willingness to effectively use one's knowledge and skills through conducting or engaging in activities designed to facilitate the development of curricula, other professionals, and student and community programs."

The task of the goal-setting development team was to design a set of instruments and processes whereby (a) teachers could set goals related to the above two areas, (b) teachers could work toward the attainment of these goals, and (c) the processes and products of these efforts could be accurately and consistently assessed for purposes of teacher evaluation. The dilemma was to develop a method that enabled teachers to have different but equivalent goal sets and to develop a method to fairly assess the degree to which these goal sets had been attained. Sound measurement practices had to be carefully followed to insure that the resulting instruments and processes would be valid and reliable.

The initial step in the process was to identify and develop goal statements related to (a) professional growth and development and (b) professional leadership/initiative. A review and development panel of 20 teachers, administrators, and university faculty members conducted an extensive review of literature and solicited input from a variety of sources. As a result, initial lists of 13 goals for professional growth and development and 11 goals for professional leadership and initiative were determined.

The second step in the process was field verification of the goal statements. The goal statements were mailed to 825 randomly selected teachers and administrators across the state. Each respondent was asked to (a) rate each of the goals with respect to how **essential** it was to the evaluation factors, (b) rate each of the goals with respect to its difficulty, and (c) suggest other goal statements that might be included. A 5-point Likert scale was used for the ratings. The responses from the statewide survey were used to refine and modify the set of goal statements related to each factor. As a result, no goals were dropped from the original list, but two goals for each area were combined. The list of Professional Growth and Development goals was as follows:

1. To incorporate knowledge of current educational research and development into instructional practices by using ideas from professional books, journals, and/or professional organizations.

2. To develop, implement, and verbalize a personal educational philosophy consistent with current knowledge.

3. To adapt instructional techniques to the demonstrated instructional needs of the individual student.

4. To increase understandings of current concepts and theories as they relate to the teacher's subject area and job assignment.

5. To improve classroom management and organization skills.

6. To increase interpersonal and communication skills.

7. To increase understandings of different socio-economic, ethnic, and cultural groups.

8. To improve personal diagnosis and evaluation skills in order to ascertain instructional levels and needs of learners.

9. To obtain graduate degree(s) and/or receive course credit directly related to the individual teacher's assignment.

10. To attend workshops, seminars, and/or professional development activities directly related to the individual teacher's assignment.

11. To try new methods/approaches in the classroom and evaluate their success.

12. To seek and utilize community resources to enhance classroom instruction.

The list of Professional Leadership and/or Initiative Goals that was generated included:

1. To conduct workshops or training sessions designed to increase knowledge and skills of others.

2. To create materials or programs and share with peers and/or administrators.

3. To effectively serve in a leadership position in the school district and/or professional organization.

4. To take an active role in the identification and resolution of instrumental problems and other school-related problems.

5. To initiate and implement activities and projects in the school.

6. To assist in establishing school goals and take an active role in achieving them.

7. To work cooperatively with peers, administrators, and community members in planning and implementing curricular and extracurricular activities.

8. To provide a leadership model and foster professionalism through demonstrating/modeling leadership techniques.

9. To foster the development of leadership skills for students in the classroom through demonstrating a personal leadership model.

10. To promote parent/community interest in the school.

Once the goals were verified, the next step in the development process was to design and verify a set of possible activities for each goal. Again, the goal setting review and development panel was convened and an initial list of professional activities was generated. Through a well defined measurement process called "retranslation," a panel of experts including teachers and administrators designated, from a list of possibe professional activities, professional activities appropriate for each goal. A final step in the development process was to assign weights or "values" to both the goals and the activities. Once more, 825 randomly selected teachers and administrators across the state were mailed questionnaires and asked to rate the activities assigned to each goal with respect to difficulty in terms of the amount of time and effort required to complete each activity. Statistical analysis of the responses from this statewide survey enabled the goal setting developers to use a psychometric technique to determine difficulty values for each of the possible activities listed for each goal statement.

Thus, from the field verification data gleaned in the two statewide surveys and from products provided by the goal-setting panel, the essential building blocks for a goal-setting/goal-attainment instrument were assembled and consisted of: (a) a set of goals for each of the two evaluation areas, (b) a practitioner- generated difficulty rating for each goal, (c) a set of possible professional activities for each goal, and (d) a practitioner-generated difficulty rating for each activity.

A goal-setting instrument and an associated set of instructions and recommendations were developed for use by principals and teachers. Using the point values assigned to goals and activities, teachers in consultation with principals could develop goal contracts that were unique to their needs but equivalent in difficulty and importance to those of other teachers in the Pilot Project. An instrument entitled the **Goal Set Contract Summary** was designed for clarity and ease in tallying and checking goal attainment processes for evaluation purposes. In addition, an eight-step goal-setting process evolved as a necessary component related to the actual implementation of the goal-setting/goal-attainment effort. The instruments and the processes will be described in more detail later in this chapter.

After the goal-setting processes and procedures were established, simulations of principal/teacher goal-setting conferences were conducted with four principals and four of their teachers. Based on the information gleaned from the simulations and further review by the field advisement team, additional revisions and refinements to the instruments and procedures were made.

As feedback from the training and operation of the Pilot Project became available, additional instrumentation was added to the goal-setting/goal-attainment evaluation package: The End of First Year Progress Register and The Evaluation of Goal-Attainment Instruments. Due to the change in length of the Pilot Project from two years as originally planned to one year, attempting to test a two-year goal-setting/goal-attainment process as specified by the "Blue Book" in a one-year pilot project required the development of modified scoring instruments and processes designed to assess goal-attainment progress rather than the completion.

Student Achievement as a Measure of a Teacher's Performance

The inclusion of student achievement in the evaluation of teachers was mandated by the "Blue Book." After reviewing the research and studying achievement measures in Kentucky schools, the student achievement development team (i.e., Drs. Doris Redfield and James Craig) determined that a valid and reliable process for using student achievement would not be possible in the Pilot Project. First, there were no standard achievement measures used in a number of disciplines, (i.e., music, home economics, vocational education, and special education). Second, more than 50% of a student's instruction in Kentucky elementary and secondary schools is provided by more than one teacher. Thus, standard achievement scores from the Kentucky Essential Skills Test or the California Test of Basic Skills cannot be directly associated with a teacher's performance. The development team proposed and was granted the opportunity by the Career Ladder Commission to pursue a special research project. The results of this special project are reported in Chapter IX.

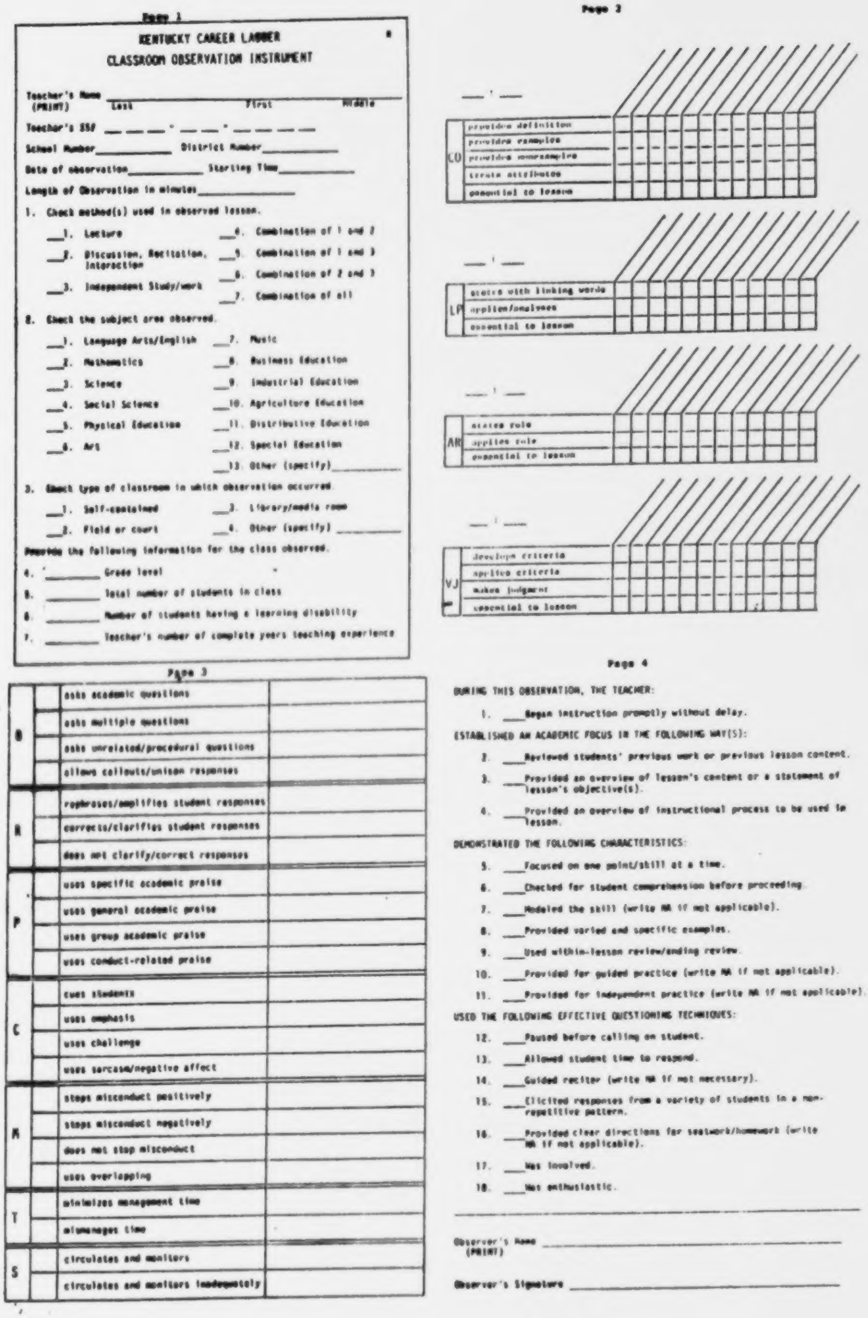
The Products: A Description of the Instruments and Training Materials Developed for the Pilot Project

The evaluation system developed for the Pilot Project consisted of a classroom observation instrument, a teacher dialogue instrument, a goal-setting/goal-attainment instrument, and the processes associated with each. These instruments and documented products are described below.

The Kentucky Career Ladder Classroom Observation Instrument

Instrument Description

The Classroom Observation Instrument presented in Figure III.1 is a four-page instrument designed for an administrator



Page 1

KENTUCKY CAREER LADDER
CLASSROOM OBSERVATION INSTRUMENT

Teacher's Name (PRINT) ______________________ Last First Middle

Teacher's SS# ___ ___ ___ - ___ ___ - ___ ___ ___ ___

School Number__________ District Number__________

Date of observation__________ Starting Time__________

Length of Observation in minutes__________

1. Check method(s) used in observed lesson.

___1. Lecture
___2. Discussion, Recitation, Interaction
___3. Independent Study/work
___4. Combination of 1 and 2
___5. Combination of 1 and 3
___6. Combination of 2 and 3
___7. Combination of all

2. Check the subject area observed.

___1. Language Arts/English
___2. Mathematics
___3. Science
___4. Social Science
___5. Physical Education
___6. Art
___7. Music
___8. Business Education
___9. Industrial Education
___10. Agriculture Education
___11. Distributive Education
___12. Special Education
___13. Other (specify)__________

3. Check type of classroom in which observation occurred.

___1. Self-contained
___2. Field or court
___3. Library/media room
___4. Other (specify) __________

Provide the following information for the class observed.

4. __________ Grade level
5. __________ Total number of students in class
6. __________ Number of students having a learning disability
7. __________ Teacher's number of complete years teaching experience

Page 2

___ : ___

CU	provides definition												
	provides examples												
	provides nonexamples												
	treats attributes												
	essential to lesson												

___ : ___

LP	states with linking words												
	applies/analyzes												
	essential to lesson												

___ : ___

AR	states rule												
	applies rule												
	essential to lesson												

___ : ___

VJ	develops criteria												
	applies criteria												
	makes judgment												
	essential to lesson												

Page 3

Q	☐	asks academic questions	
	☐	asks multiple questions	
	☐	asks unrelated/procedural questions	
	☐	allows callouts/unison responses	
R	☐	rephrases/amplifies student responses	
	☐	corrects/clarifies student responses	
	☐	does not clarify/correct responses	
P	☐	uses specific academic praise	
	☐	uses general academic praise	
	☐	uses group academic praise	
	☐	uses conduct-related praise	
C	☐	cues students	
	☐	uses emphasis	
	☐	uses challenge	
	☐	uses sarcasm/negative affect	
M	☐	stops misconduct positively	
	☐	stops misconduct negatively	
	☐	does not stop misconduct	
	☐	uses overlapping	
T	☐	minimizes management time	
	☐	mismanages time	
S	☐	circulates and monitors	
	☐	circulates and monitors inadequately	

Page 4

DURING THIS OBSERVATION, THE TEACHER:

1. ___Began instruction promptly without delay.

ESTABLISHED AN ACADEMIC FOCUS IN THE FOLLOWING WAY(S):

2. ___Reviewed students' previous work or previous lesson content.
3. ___Provided an overview of lesson's content or a statement of lesson's objective(s).
4. ___Provided an overview of instructional process to be used in lesson.

DEMONSTRATED THE FOLLOWING CHARACTERISTICS:

5. ___Focused on one point/skill at a time.
6. ___Checked for student comprehension before proceeding.
7. ___Modeled the skill (write NA if not applicable).
8. ___Provided varied and specific examples.
9. ___Used within-lesson review/ending review.
10. ___Provided for guided practice (write NA if not applicable).
11. ___Provided for independent practice (write NA if not applicable).

USED THE FOLLOWING EFFECTIVE QUESTIONING TECHNIQUES:

12. ___Paused before calling on student.
13. ___Allowed student time to respond.
14. ___Guided reciter (write NA if not necessary).
15. ___Elicited responses from a variety of students in a non-repetitive pattern.
16. ___Provided clear directions for seatwork/homework (write NA if not applicable).
17. ___Was involved.
18. ___Was enthusiastic.

Observer's Name (PRINT) ______________________

Observer's Signature ______________________

Figure III.1--Kentucky Career Ladder Classroom Observation Instrument

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or state observer to use to record teacher behaviors during a lesson. It is designed to assess those teacher behaviors in the performance areas of management of student behavior, instructional organization and development, presentation of subject matter, and communication. Page 1 is for recording demographic data on the teacher, the classroom, and the lesson. Page 2 is for recording the types of content presented in terms of concepts, laws and principles, academic rules, and value judgments. Page 3 enables the administrator or state observer to record 23 categories of teacher behavior in seven areas: questioning, teacher responses to students, praise, teacher cues, classroom management, time management, and monitoring seatwork. Page 4 is a checklist of items, to be completed after the classroom observation, consisting of such items as: (a) starting on time, (b) methods of academic focus, (c) techniques of content presentation, (d) techniques of questioning, (e) directions for seatwork/homework, (f) involvement, and (g) enthusiasm.

The Classroom Observation Instrument was designed as a low inference instrument to record both positive and negative teacher behaviors rather than judge their value.

Associated Materials and Documents

The relevant materials and documents associated with the Classroom Observation Instrument include:

1. **The Kentucky Career Ladder Observation Instrument** (Figure III.1).

2. **The Manual for Observing Teacher Behavior with the Kentucky Career Ladder Observation Instrument.** A 21-page manual of procedures, coding instructions, and behavior exemplars to assist users of the Observation Instrument in identifying effective and ineffective behaviors as they occur (Appendix III.C).

3. **The Kentucky Career Ladder Pilot Program Performance Area Literature Review 1986-87.** A 72-page review of research in the six areas of instructional performance: planning, management of student conduct, instructional organization and lesson development, presentation of subject matter, communication, and evaluating student achievement (Appendix III.D).

4. Six Training Tapes with Coding Standards. Three video tapes of elementary and three of secondary teachers teaching a lesson to their classes and demonstrating a range of behaviors identified by the Observation Instrument. These tapes were identified from the Florida Performance Measurement System and used with special permission from Florida Department of Education officials. All six tapes were reviewed by the developers/primary trainers, and a coding standard for each tape was developed.

5. A Training Agenda for the Observation Instrument. A suggested set of activities and procedures for a three-day training program was created.

6. Four Criterion Tapes with Coding Standards. Two elementary and two secondary video tapes in addition to the six above were set aside for coding accuracy tests required to certify observers.

7. A Cognitive Test for Certification. A 50-item multiple choice test on instrument coding procedures.

8. Certification Procedures and Standards. A set of materials for describing procedures and standards for observer certification.

9. A Mid-year Accuracy Check. A set of materials and procedures for determining the accuracy of observers' use of the Observation Instrument midway through the Pilot Project was established, and procedures for remediation, if needed, were developed.

The Kentucky Career Ladder Teacher/Observer Dialogue Instrument for Planning and Evaluation

Instrument Description. The Dialogue Instrument is a 15-page document designed to assess the processes a teacher uses to plan for instruction, plan for management of students' behaviors, evaluate students' achievements, provide feedback on student progress, and prepare students for testing. The instrument is intended to address the teacher behaviors and indicators in the instructional performance areas of planning, evaluation of student achievement, and some of the behaviors in the management of student conduct. The Dialogue Instrument requires the interviewer to make some judgment in rating teachers' planning and evaluation processes (i.e., it is a medium inference instrument).

After having first observed a teacher in the classroom, later the same day the administrator or state observer was to conduct a one-hour structured interview (dialogue) with the teacher. Seven question sets, each with a set of probes, are designed to elicit a teacher response which enables the administrator or state observer to make a valid and reliable rating of the teacher's behavior and/or processes. During the hour dialogue with the teacher, the administrator or state observer makes notes of the teacher responses. Following the dialogue, the administrator or state observer rates the teacher on 15 rating statements. The seven question sets and 15 rating statements are presented in Table III.1. A copy of the complete Dialogue Instrument is presented in Appendix III.E. A 3 x 3 decision matrix (Figure III.2) was developed as part of the Dialogue Instrument to assist the administrator or state observer in establishing ratings for each of the 15 rating statements.For each rating statement, the administrator or state observer first rated, on a 1 to 3 scale, the teacher's use of a variety of procedures. For the same rating statement, the administrator or state observer would rate the teacher's knowledge level on a 1 to 3 scale. The ratings on the two scales then were combined to produce a 1 to 5 rating by using a 3 x 3 decision matrix (refer to Figure III.2) where one axis of the matrix represents the practice scale and the other the knowledge scale. The resulting 1 to 5 rating represents a particular position in the matrix which in turn reflects the teacher's combined knowledge and practice abilities with respect to planning and evaluation.

Associated Materials and Documents

The relevant materials and documents associated with the Dialogue Instrument include:

Table III.1

Question Sets and Related Rating Statements

Planning

Question Set	Rating Statement
1. How do you decide what to teach? Briefly outline your instructional program for the year and explain how today's lesson fits into that plan. Discuss your long range goals and your objectives for today's lesson.	1. Uses systematic planning procedures that link long range yearly goals with short term objectives based on identified student needs.
2. How do you plan a lesson (today's or any other)? Briefly describe how you plan the content, involvement of students, decide on activities, and utilize resources.	2. Uses planned, sequenced daily lessons that include materials and activities appropriate to identified objectives. 3. Uses accepted practices of curriculum development in the design of instructional materials and activities. 4. Incorporates data gathering techniques or procedures to assess student progress.
3. How do you plan for learner needs, and how do you adjust your planning to accommodate learner differences? Briefly describe how you teach curricular objectives that are common to the class while planning for learner differences.	5. Identifies common lesson objectives that form the basis of instructional planning for individual differences. 6. Varies materials and/or activities to adjust for learner differences. 7. Varies evaluation/assessment procedures to adjust for learner differences.
4. How do you plan for management of your classroom? Briefly describe how you establish classroom rules and procedures and maintain control of the learning environment?	8. Establishes classroom rules and procedures. 9. Maintains classroom rules and procedures.

Evaluation

5. How do you evaluate student progress? Briefly describe the areas of progress which you evaluate, the informal and formal procedures which you use and the ways in which you vary evaluation for different learners.	10. Uses valid and frequent progress check/assessments as a basis for determining individual student progress.
6. What do you do with your evaluation results? Briefly describe how you maintain evaluation records, provide feedback to students, and use evaluation results to improve your instruction?	11. Maintains student progress records. 12. Uses assessment feedback procedures. 13. Modifies instruction on the basis of student assessment data.
7. How do you prepare for evaluation? What do you teach students about testing? What strategies do you use to reduce their anxieties about testing?	14. Prepares students for testing. 15. Controls and monitors the testing environment.

1. **The Kentucky Career Ladder Pilot Program Teacher/Observer Dialogue Instrument for Planning and Evaluation** (Appendix III.E).

2. **Manual for the Teacher/Observer Dialogue Component of the Kentucky Career Ladder Pilot Program.** A 13-page manual of instruction for use of the Teacher/Observer Dialogue Instrument.

3. **Kentucky Career Ladder Pilot Program Performance Area Literature Review 1986-87.** A 72-page review of research in six areas of instructional performance. The areas of planning and evaluation of student achievement apply to the Dialogue Instrument.

Knowledge Performance	Incomplete or Inadequate	Knowledgeable	Keen Insightful Understanding
Incomplete or Inadequate	1	2	3
Limited	2	3	4
Diverse	3	4	5

Figure III.2 -- Dialogue Instrument Rating Decision Matrix

4. Three one-hour video training tapes demonstrating teacher dialogues with standard ratings.

5. Four one-hour audio training tapes demonstrating teacher dialogue with standard ratings. Two elementary and two secondary teachers are interviewed.

6. Four one-hour audio tapes of teacher dialogue used for rating accuracy tests to certify observers. Two elementary and two secondary teachers are interviewed.

7. **Dialogue Instrument Observer Certification Processes and Procedures.** A one-page document describing the processes and standards for certification of observers to use the Dialogue Instrument for research purposes.

8. **Procedures for Mid-year Accuracy Check.** A two-page document describing the procedures for mid-project accuracy check for the Dialogue Instrument and remediation procedures if necessary.

Goal-Setting Instrument for Professional Growth and Development and for Professional Leadership and/or Initiative

Instrument Description

The Goal-Setting Instrument (presented in Appendix III.F) is the generic name for a series of instruments designed to assist a teacher, in collaboration with his/her principal, in developing a structured plan for professional growth and development and for professional leadership/initiative. There are also instruments designed to enable trained evaluators to assess the degree to which a teacher has attained the goals in his/her plan. The basic goal-setting package includes (a) a list of possible goals and activities, (b) a goal contract summary, and (c) an activity summary sheet. Based on teacher input, each goal has been assigned a point value and each potential activity under that goal has been assigned a star value of 1-4. Table III.2 provides examples of four goals and potential activities.

For each performance factor (professional growth and development and professional leadership/initiative), a teacher selects goals totaling ten professional points. Under each goal, the teacher also selects activities that total four stars. For each of the goals selected, the teacher completes the activity summary sheet by (a) describing the specific nature of the proposed activity, (b) describing how the completion of the activity will be demonstrated, and (c) proposing a date for completion. After the teacher selects his or her two goal sets and completes the activity summary sheets for each goal, the teacher meets with his/her principal and together they complete a goal set contract summary form for each of the two performance factors.

An eight-step process was required to complete the goal setting and evaluation of goal sets in the Pilot Project. These eight steps are presented below.

Step 1 - Administrator training.

Step 2 - Orientation for all teachers and distribution of materials (building principal).

Table III.2

Examples of Four Goals and Potential Activities

Professional Growth and Development

---

1. Goal A–To improve personal diagnosis and evaluation skills in order to ascertain instructional levels and needs of learners (6 professional growth points)

   Activity Statement 4–Utilize published diagnostic materials, such as achievement tests, to analyze individual learner needs.

   Activity Description–The Key Math Individual Diagnostic Test will be administered to each student enrolled in the Chapter I math program. Results will be recorded on an individual profile.

2. Goal B–To adapt instructional techniques to the demonstrated instructional needs of the individual student (6 professional growth points)

   Activity Statement 4–Utilize several teaching styles in the course of one lesson in order to reach students with different learning styles.

   Activity Description–Will use several teaching styles to present a lesson in genetics to one of my Biology 2H classes.

Professional Leadership and/or Initiative

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3. Goal B–To create materials or programs and share with peers and/or administrators (5 professional leadership points).

   Activity Statement 3–Develop a resource booklet of materials to be shared with colleagues.

   Activity Description–Develop a file of materials to be shared with colleagues.

4. Goal D–To take an active role in the identification and resolution of instructional problems and other school-related problems (4 professional leadership points).

   Activity Statement 1–Write a proposal for change in the school.

   Activity Description–Development of a proposal for modular scheduling of Music, PE, Library and Art units.

Step 3 - Independently the teacher tentatively will select goals and activities.

Step 4 - Independently the principal will review the teacher's proposed goal set.

Step 5 - The teacher and principal will meet and discuss the goal set. The goal set contract will be signed, dated, and approved by the superintendent.

Step 6 - The teacher will carry out the goal set and/or discuss revisions as circumstances may develop. An "end of the first year progress register" will be completed and discussed with the principal.

Step 7 - The teacher and principal will meet when all goals and activities are completed in order to discuss goal attainment.

Step 8 - The teacher's three-member evaluation committee will meet and review the plan and evaluate the degree to which goals have been achieved.

Associated Materials and Documents

1. **The Professional Growth and Development Goal-Setting Instrument** (Appendix III.F.).

2. **The Professional Leadership and/or Initiative Goal-Setting Instrument** (Appendix III.F).

3. **Goal Set Contract Summary: Professional Growth and Development; Goal Set Contract Summary: Professional Leadership and/or Initiative**--A one-page contract form for each performance area agreed to and signed by both the principal and the teacher.

4. **A Goal-Setting Development Process for Professional Growth and Development and Professional Leadership and/or Initiative**--A 22-page manual on the goal-setting process and the use of the goal-setting instruments. Included is a research bibliography.

5. **A Professional Growth and Development and Professional Leadership and/or Initiative Sample Scenario**--A 16-page set of examples of goals, activities, activity summaries, and contract forms.

6. **Trainer's Guide and Training Materials**--A set of materials used to initially train principals to assist teachers with goal sets and contracts.

7. **End of First Year Progress Register**--A one-page form to be completed by the teacher to indicate progress on two-year goal sets.

8. **Teacher's Goal Set Summary Form**--A document that helps teachers structure pertinent information about the attainment of their goals.

9. **Individual Score Sheet: Professional Growth and Development; Individual Score Sheet: Professional Leadership/Initiative**--Rating forms completed initially by individual team members.

10. **Group Consensus Score Sheet: Professional Growth and Development; Group Consensus Score Sheet: Professional Leadership/Initiative**--Forms designed to facilitate team consensus on rating of the degree of goal attainment.

11. **Goal Set Review Score Sheet Summary**--A document for recording and summarizing the team's numerical goal attainment scores.

12. **Procedures for Scoring Progress on Goal Set Contract**-- Processes and rules for rating and scoring documented progress on two-year goal sets.

13. **The Kentucky Career Ladder Pilot Program Goal Set Review Training Materials**--A 110-page document with material for training observers to review and score teachers' goal sets.

Kentucky Career Ladder Pilot Program Orientation Guide

A more than 200-page orientation guide was produced to orient teachers, administrators, and state observers as well as the Commission members and staff to the various aspects of the Pilot Project. This document also was used as a guide for organizational structures and processes during the implementation phase. The table of contents of the **Orientation Guide** is presented below:

TABLE OF CONTENTS

I. INTRODUCTION TO THE CAREER LADDER PROGRAM

A. How It All Began: A Historical Perspective

B. The Purpose and Nature of the Kentucky Career Ladder Plan for Teachers

II. THE KENTUCKY CAREER LADDER PILOT PROGRAM

A. Development Efforts Prior to July 1986

B. The Action of the 1986 General Assembly

C. The Purpose of the Career Ladder Pilot Program

D. Pilot Project Participants: School Districts and Teachers That Will Test the Evaluation System

E. The Teacher Evaluation Instruments

F. The Development and Validation of Instruments

G. The Teacher Evaluation Process

H. The Observers in the Pilot Program Evaluation System

I. Data Collection and Management

J. Training, Development, and Research Efforts During the Pilot Project Year

K. The Kentucky Career Ladder Commission Staff

APPENDICES

A. Glossary of Terms

B. The Kentucky Career Ladder Classroom Observation Instrument; Manual for Observing Teacher Behavior with the Kentucky Career Ladder Observation Instrument

C. The Kentucky Career Ladder Pilot Program; Teacher/Observer Dialogue Instrument Training Manual; Kentucky Career Ladder Teacher Dialogue Instrument for Planning and Evaluation

D. The Kentucky Career Ladder; Goal-Setting Process for Professional Growth and Development and Professional Leadership Initiative; Goal-Setting Instrument for Professional Growth and Development and Professional Leadership Initiative

E. Kentucky Career Ladder Pilot Program Performance Area Literature Review 1986-1987

F. Kentucky Career Ladder Committee Members 1984-1985; Kentucky Career Ladder Commission Members 1986-1987

Chapter IV

The Selection and Preparation of Participants

This chapter provides (a) the guidelines and procedures for selecting the original sample of participants, (b) the rationale and process for reducing the size of the sample from original projections to final figures, (c) a description of the program participants, (d) the procedures for selecting state observers, and (e) an overview of the orientation for teachers in participating schools. The Kentucky Career Ladder Commission, guided by KRS 161.122, was responsible for initiating and overseeing a Pilot Project to test a teacher evaluation system that could be used in a career ladder system. The legislation provided general guidelines for the selection of school districts and teachers for the Pilot Project. Additional guidelines for the selection of participants are provided in Section 2 of the **Report of Kentucky Career Ladder Committee.**

Selection of Districts, Schools, and Teachers

Nine guidelines listed in the "Blue Book" prescribed the sample selection:

1. School districts will be asked to volunteer to participate in the program after being given full information concerning the requirements. In the event there are two (2) or more districts who meet the same criteria listed below (2a-e), the participating district will be selected by lot.

2. No fewer than five (5) and no more than ten (10) districts will be selected to obtain a representative sample according to the following considerations:

a. geographic distribution

b. districts which are below average, average, and above average in size

c. county and independent districts

d. elementary, secondary, and special area teachers

e. inclusion of no more than five (5) percent of the total classroom teachers

f. percentage of eligible teachers willing to participate

3. School districts shall be offered up to $20,000 (depending on the size of the district) to defray administrative cost within the district.

4. A list of all teachers who have taught seven (7) years or more and have attained Rank II or above will be prepared by district and building. These shall be considered the "eligible" teachers.

5. Participating teachers shall be selected from those eligible teachers who have agreed to participate.

6. In the event more teachers volunteer than are required for the study, the research director shall select participants.

7. Participants shall be assured that all information produced concerning them shall forever remain confidential.

8. All information identifying a specific school district shall forever remain confidential.

9. Participating districts shall be selected no later than July 1, 1986 (p. 22).

Under the direction of Dr. Donald Hunter, Executive Director, and Sally Gates, Director of Research, the Commission began the process of selection in January of 1986. A flow chart (see Figure IV.1) indicates the time constraints under which the Commission acted. Notably, the legislative action that reduced the Pilot from two years to one and from 5 to 2.5 million dollars occurred after the original sample had been selected (near the end of the legislative session, late March-early April).

This reduction in the length and budget of the Pilot Project required the Commission to reconsider the size of the sample in light of the new budget allocation. Accordingly, the Commission set about implementing sample reductions that would allow the Pilot Project to operate with fiscal integrity. Both the original selection process and subsequent sample reduction are described below.

The Original Selection Process

Consistent with the "Blue Book" guidelines, a preliminary application was mailed to all superintendents on February 7, 1986 (refer to Figure IV.1). Included in this packet were the following:

1. Superintendent Letter--explaining the Pilot Project to be conducted, providing an overview of the conditions for participation, and inviting completion and return of the preapplication form (see Appendix IV.A).

2. Preapplication Form--indicating deadline for return to the Career Ladder Office in Frankfort by February 18 in order to receive a complete application packet (see Appendix IV.A).

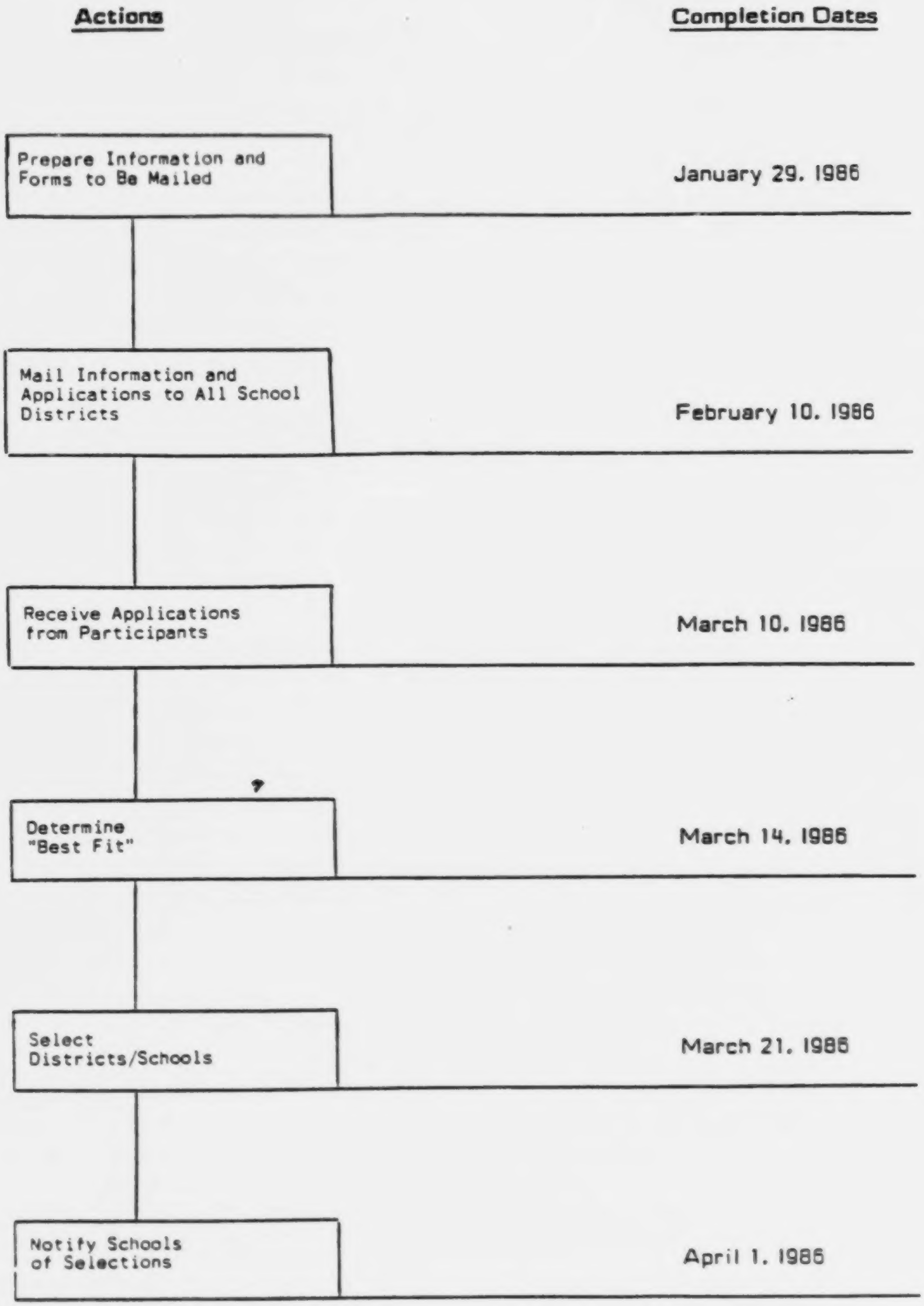
3. House Bill 6--the enabling legislation, KRS 161.122 (see Appendix II.B).

4. **Report of Kentucky Career Ladder Committee** (see Appendix II.A).

Superintendents in 32 districts returned the preapplication form. Each of these districts was mailed a complete application which included a packet for the superintendent, packets for principals, and packets for teachers. Each of these is described in turn.

Superintendent Packet

This packet contained a cover letter and district application (refer to Appendix IV.B). The cover letter noted the inclusion of the three types of packets, provided overall directions for having principal and teacher packets completed, and



Actions	Completion Dates
Prepare Information and Forms to Be Mailed	January 29, 1986
Mail Information and Applications to All School Districts	February 10, 1986
Receive Applications from Participants	March 10, 1986
Determine "Best Fit"	March 14, 1986
Select Districts/Schools	March 21, 1986
Notify Schools of Selections	April 1, 1986

Figure IV.1--Selecting Pilot School Districts

invited the district to return "District Application" and individual "Teacher Willingness Surveys" by March 10, 1986.

The district application requested information on the number of eligible teachers in the district, cross-referenced district and teacher operating procedures for the Pilot Project to the appropriate passages in the "Blue Book," and indicated the district's willingness to participate in the Pilot Project should it be selected.

Final selection of participating districts was to be determined by April 1.

Principal Packets

These packets were intended to provide information and to facilitate completion of the Teacher Willingness Survey. Each packet (one for each principal and school designated in the preapplication) contained four items, in addition to the Teacher Packets for staff in that building:

1. Cover letter--brief statement covering contents of the packet and the inclusion of the Teacher Packets (see Appendix IV.B).

2. House Bill 6 (see Appendix II.B).

3. Pilot Process Flow Chart--a schematic summarizing major milestones in the Pilot Project (see Appendix IV.B).

4. **Report of Kentucky Career Ladder Committee** (see Appendix II.A).

Teacher Packets

These packets, one per teacher, included a "Teacher Information Sheet" and a "Teacher Willingness Survey" (see Appendix IV.B). The Teacher Information Sheet described the purpose of the Pilot Project, indicated the $2,000 stipend for participation, and explained the major responsibilities of Pilot Project participants. Teachers also were informed that their principal had a copy of the "Blue Book" and were given the Kentucky Career Ladder Office phone number in Frankfort.

The Teacher Willingness Survey indicated the teacher's agreement to participate in the Pilot Project and listed commitments that would be required. The survey also verified qualifications and specified type of class taught.

Completed applications were received from 28 districts. The Ad Hoc Committee of the Career Ladder Commission met with staff on March 27, 1986 to select the districts for the Pilot Project. Because extensive commitments were required of participating teachers, a cut-off of 40% teacher willingness was set as a minimum for district eligibility. That criterion, coupled with the county-independent, size, and rural-urban variables produced a sample of 17 eligible districts.

Dr. Hunter recommended 16 of these districts to the Ad Hoc Committee. One district was not recommended because of its demographic similarity to other districts, the overrepresentation of northern Kentucky districts, and the possibility of conflict of interest for one of the staff working directly with the Pilot Project. Since the selection of these 11 county and 5 independent districts left the eastern region underrepresented, another county with the highest percent willingness surveys from the eastern region was

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added. (This county had not met the original minimum cut off of 40 percent teacher willingness.) This additional district was not one of the original 17 districts. Consequently, one of two demographically similar independent districts was deleted by lot, bringing the original sample to 16 districts--12 county and 4 independent--with 747 teachers. This sample was approved by the Ad Hoc Committee.

Definitions of size ranges--small, medium and large--for county and for independent districts, urban/rural distinctions, special area teachers, the formula for district administrative costs, percentages of teacher willingness surveys returned, and other relevant variables for the 16 Pilot Project districts and the 12 districts not selected are presented in Appendix IV.C. Also included are sample letters of acceptance and nonacceptance to superintendents of the 28 districts that had filed applications.

The Rural-Urban Distinction

Since Kentucky is one of the most rural states in the nation, the final sample of 12 almost exclusively rural and small town districts reflects this reality. These rural-small town origins of the sample may limit the generalizability of research findings for the more urban areas of the state (even though the sample is reflective of the Commonwealth generally) because the official rural-urban distinctions are deceiving. Of the original 16 districts, 6 were designated primarily urban, 8 rural, and 2 both rural and urban (approximately equal proportions of population in both categories). For the final 12 districts the figures are 4 urban, 6 rural, 2 both. While these figures seem to indicate a fair representation of urban areas, the problem lies in the definitions of the terms "rural" and "urban" which were taken from the 1980 census. Urbanized areas are considered population densities (central city and suburbs) of 50,000 or more. Urban areas are all urbanized areas plus centers of 2,500 or more outside urbanized areas. Rural areas include everything else. By this definition, small towns are considered urban; and it is for this reason that caution should be utilized in generalizing results to the larger urbanized areas of the Commonwealth.

Reduction of the Sample

With the legislative action that reduced the Pilot Project from two years to one, it became obvious that the original sample of 16 districts and 747 teachers could not be supported financially. Cutting the budget in half had adverse effects on sample size far beyond eliminating the second year. Many of the costs for training, development, and organizational structure were one-time, fixed amounts. Originally many of these costs were to be amortized over the two years; however, these second-year savings disappeared. Likewise, as the Pilot Project developed, it became apparent that the original estimates for number of days of training and continuing research and development had been too low. Thus, the increased emphasis on research and training, coupled with the one-year time line, mandated significant cuts in sample size. These reductions came from three processes--one officially approved by the Commission, a second based on research criteria at the discretion of the professional staff, and a third due to natural attrition. The three processes reduced the final sample to 12 districts and 337 teachers.

These sample reductions enabled the Pilot Project to operate within the 2.5 million dollar budget and still leave sufficient resources to analyze the data collected during the Pilot Project in the period from July 1 - December 31, 1987. Previous Career Ladder budgetary projections had not provided for this period, and the legislature had not authorized any funding past June 30, 1987.

Reductions Based on Commission Action

On June 20, 1986, the Commission met to consider three major issues--hiring a new Executive Director, reduction of the sample size, and a progress report from Western Kentucky University on the development of the teacher evaluation instruments. In his last act as Executive Directer, Dr. Hunter recommended cuts of 262 teachers which were to come from two sources.

The first source was trimming the number of districts from 16 to 13, for a reduction of 105 teachers. The three districts were chosen so as to maintain the best possible balance among the demographic and political variables listed in the "Blue Book."

The second source was to limit to 50 the number of teachers from any one district who could participate in the Pilot Project, resulting in a reduction of 157 teachers from the larger districts in the sample. The figure of 50 had appeal for more than one reason. First, the reduction to 50 was to be done randomly so that the smaller number of teachers should still be statistically representative of the teachers who had volunteered from that district. Second, the random selection was perceived to be as "fair" as any method, although it was recognized that any elimination of teachers from the Pilot Project for which they would have received $2,000 would produce hard feelings. Third, reduction to 50 would not affect district allocations and could even be considered to be a cost savings for the districts. The formula for district payment was $5,000 base plus $300 per participating teacher up to a total of $20,000. According to the formula, only the first 50 teachers factor into the administrative overhead payment. Any additional costs for training, payment of administrators, travel, or similar needs that were incurred for additional teachers would have been absorbed by the district.

The 262 teachers eliminated by Commission action brought the total sample size down to 485. There was recognition, however, even at the June 20 Commission meeting that these cuts may not have been sufficient to bring total expenses for the budget down to 2.5 million. Accordingly, the Commission also directed the new Executive Director to make further cuts based on budgetary and research considerations, if they were necessary.

Reductions Based on Research Criteria

Throughout the month of July, one major focus was a more accurate budget projection. During this time Sally Gates had moved from Director of Research to Assistant Director and Dr. James Craig of Western Kentucky University had agreed to become Director of Research. A primary responsibility assigned to the Assistant Director was assisting the new Executive Director in budgetary projections.

Meanwhile, preparation and planning for the training of district administrators and state observers in the use of the three teacher evaluation instruments were moving forward (see Chapter V). It had been decided that a minimum of seven days of training would be required for the three different instruments. At the same time, more detailed projections on the cost of travel for state observers for required observations of teachers were prepared. On the basis of these and other projections, it was estimated that the sample would have to be further reduced to 350 teachers to maintain Pilot Project spending under 2.5 million dollars.

The apparent task of deciding on an additional 135 cuts in the Pilot Project sample (from 485 down to 350) was not as severe as it seemed. During the budgetary discussions noted above, another factor, unknown as to the extent it would become operable, was natural teacher attrition. Although attrition is discussed separately below, its impact cannot be assessed apart from considerations of budget projections and research criteria.

At this point in the Pilot Project (first week of August, 1986) known attrition of 55 teachers had already occurred, bringing the total sample down to 430. It was projected that, if additional cuts based on research criteria were imposed, a target of 360 would be "safe" with respect to the budget. This projection assumed that at least 10 more teachers would withdraw as the 1986-87 school year actually began, meeting the estimated limit of 350 teachers that could be accommodated in the Pilot Project.

The remaining 70 teachers facing elimination (from 430 down to 360) were to be chosen based on research criteria. First among these criteria was maintenance of a balance among different types of teachers--elementary, secondary, special education, and various special areas, (e.g., art, music, library, or physical education). The variety was needed to test generalizability of the teacher evaluation instruments to different educational settings and types of instructional activities. The second closely related criterion was random selection from within pools of different types of teachers. Thus, wherever selections within a district were required, the Site Coordinators were instructed to first ensure that a mix of different types of teachers was maintained. If an excess of a given category (e.g., elementary teachers) existed, the individuals who were to be cut were chosen at random from within this category. In effect, a stratified random sampling model was employed.

The other research criterion used was a work-load ratio for district administrators. During discussion with the instrument development teams at Western Kentucky University, it became obvious that a considerable amount of work would be required to implement the teacher evaluation system. Each administrator would be responsible for three observations, one dialogue, several meetings regarding goal setting, and two end-of-year team meetings for each teacher he/she was observing. This time would be in addition to normal administrative workload, including both beginning intern evaluations and district personnel evaluations. The number of teachers an administrator could be expected to supervise in a career ladder program was unknown and was subject to empirical testing. Thus, some of the reductions imposed were designed to vary the workload ratio for administrators in different districts. In no instance was an administrator to have an assignment of more than 10 teachers. Workload ratios were set up varying from 3:1 to 10:1.

In addition to the research criteria just discussed, political equity was utilized as the final criterion. From this principle, two operational rules were derived: one, that none of the large districts that already had been reduced to 50 would be cut again and, two, that percentage cuts across the districts would be imposed as evenly as possible. Compounding these rules was the research criterion of a mix of teacher categories. Thus, the two smallest districts with 7 and 14 teachers, respectively, were spared any cuts.

The combination of workload ratio and political equity resulted in projected cuts ranging from 23 to 30 percent of the teachers in the 7 remaining districts (the three districts previously cut to 50 and the two smallest districts exempted). This additional reduction of 72 teachers was to bring the total sample down to 358 teachers. Once again the professional staff of the Career Ladder Office were extremely cognizant of the negative feelings engendered by imposed reductions from the volunteer participants; however, the fallout from this round of reductions was minimized by natural teacher attrition. In effect, the cap of a 10:1 workload ratio became the only significant source of imposed reductions due to research criteria.

Natural Teacher Attrition

The final sample contained 337 teachers, comfortably below the estimated maximum of 350 teachers. In the final analysis, attrition accounted for nearly all of the deletions after the Commission's reduction to 485 teachers on June 20.

By the first week of August, five teachers had withdrawn individually and one district with 50 remaining teachers also had withdrawn. Although it is not known to what extent the Commission's action on June 20 had precipitated the district's withdrawal decision, this particular district had been affected by the reductions more than any other district (69 teachers eliminated, about 58% of those who volunteered). Compounding the situation was uncertainty concerning the county superintendency; the district was then in the process of searching for a new superintendent. For whatever reasons, the district's withdrawal lessened considerably the reductions that were required from the other districts.

All of the eligible teachers who had originally signed willingness surveys in the 16 districts had been included in the initial sample. Yet no one in these districts, teacher or administrator, really knew much about what the Pilot Project would involve. As these details became known, it had been expected that a certain amount of teacher attrition would occur (see the section below on staff orientation for description of what and how information was given to teachers and administrators).

The actual amount of attrition exceeded expectations. With the exception of two districts who experienced 19 cuts because of the 10:1 workload ratio, the remaining reductions occurred through attrition. In a couple of districts, the random cuts were imposed first; then when attrition among the remaining teachers occurred, those who had already been cut were allowed back into the sample if they so desired.

The actual attrition exceeded the projected reduction by 13 (from 350 teachers to 337). Thus, the combination of reductions from the Commission (from 747 to 485, 16 districts to 13), from research criteria (actually minimal impact of 19 teachers based on workload ratio caps), and from attrition (1 district with 50 teachers, 79 teachers individually) had reduced the sample from 747 to 337 and produced fiscal soundness in the process.

The Pilot Project Participants

The twelve remaining districts were divided into four regions for administrative purposes, with three districts per region. A Site Coordinator was assigned to each region to facilitate implementation of the program, monitor procedural details, and provide assistance as needed. The assignments are listed in Table IV.1.

Pilot Teacher Characteristics

The distribution of the 337 teachers across grade level was as follows:

Elementary (K - 4)	82
Middle School (5 - 8)	108
High School (9 - 12)	89
Special Education	38
Multiple Grade Levels	20

As required by the "Blue Book," all participating teachers met minimal standards of seven years' experience and a master's degree or Rank II educational level. The spectrum of subject matter disciplines was represented from general elementary to specific subject matter (e.g., math, biology) to special areas (e.g., art, music, driver's education).

Observer Recruitment and Selection

The 75 state observers who were trained to observe the teachers also met the requirements of seven years' experience and a master's degree or Rank II educational level. Based on their qualifications, subject matter specialists were recruited and hired by the Site Coordinators to match the specialties of the participating teachers based on their qualifications. Recruitment procedures utilizing a variety of sources were established. Advertisements were run in newspapers across the state, university placement services were notified, and school district offices were accessed. Site Coordinators focused decision making on overall qualifications, geographic location, and the matching of subject matter specialties of state observers with those of participating teachers.

Although recruiting sufficient observers for the Pilot Project was not problematic,

Table IV.1

Regions, Districts, and Site Coordinators for the Pilot Project

Region	Site Coordinator	District	Number of Teachers
East	Sandra Kestner	A	30
		B	48
		C	10
North	Carolynne Kleier	D	25
		E	28
		F	7
Central	Martha Dempsey, Robert Hale	G	19
		H	31
		I	47
West	Juanita Gilliam	J	30
		K	43
		L	19

it is unknown how much larger the applicant pool would be should a career ladder be implemented statewide. It is likely, however, that recruiting active, full-time teachers would be necessary, perhaps through a leave of absence of some type, in order to meet the demand for state observers in a state-wide program. On the other hand, the demand for observers in a state-wide program would be moderated somewhat because the number of state observers needed for each teacher would be cut from five to two. (The "state team" of three observers, dictated by the research design as a reliability check on the "local team," would not be needed. The "local team" consists of an administrator, usually a principal, and two state observers, one of whom is a subject matter specialist "peer.")

Participating Administrators

The 77 administrators who participated in the Pilot Project, mostly principals and assistant principals and a few central office supervisors and administrators, all held administrative certification and were assigned to participate by the district. For both principals and central office personnel, teachers were assigned to the individual based on the administrative workload ratio for that district. Several superintendents participated in the 8 1/2 days of training and three superintendents observed teachers as district administrators during the Pilot Project.

The training received by both state observers and administrators is described in Chapter V.

Staff Orientation

While responsibility for training administrators and state observers had been contracted to the Kentucky Academy of School Executives (see Chapter V), the Kentucky Career Ladder Office took responsiblity for orientation of the participating teachers in the 12 districts. These one-day orientation sessions in each district were conducted by the Site Coordinators, the Special Projects Coordinator, and the Executive Director. The Career Ladder staff also conducted the orientation for administrators and state observers on the half day preceding the first training conducted by the Kentucky Academy of School Executives in the use of the teacher evaluation instruments.

The half day agenda for the administrators and state observers consisted of a general overview of the Pilot Project. This agenda included information on the staff, financial matters, the origins and legislative mandate, the school reform movement in the national context, a brief introduction to the three evaluation instruments, an overview of the process of implementing the observations throughout the year, and a summary/question period. A copy of the "Orientation Agenda" packet used for these half day sessions is contained in Appendix IV.D.

Orientation for the teachers was scheduled in each district for an entire day. In most cases, this orientation was counted as one of the four days of required teacher inservice that all Kentucky teachers receive each year; however, several variations on this theme occurred. In some cases all teachers in the district received a half day of general orientation, followed by an additional half day for the Career Ladder participants. In other cases, only the Career Ladder participants were involved. In some cases the day of orientation counted as one of the four inservice days; in others, it was in addition to the four days. In all but a couple of districts the orientation was scheduled prior to the start of school.

What was common to these staff orientations was the overall context. The first half day was a general overview similar to that provided to the administrators and state observers but tailored to the needs and interests of teachers. A copy of the "Teacher Participant Orientation Agenda" packet is included in Appendix IV.D.

The second half of the day consisted of an introduction to the Goal-Setting Instruments for Professional Development and Professional Leadership/Initiative. The instruments were explained, their use was described, and sample scenarios were examined. The intent of this introduction was to provide teachers with sufficient familiarity and understanding of the goal-setting process to develop their own goal sets for the coming year in conjunction with their principal. To that end, teachers practiced writing sample goal sets and critiqued one another's work during the session.

Additional orientation for the teachers on the goal-setting process was provided by their principal following the administrators' two days of goal-setting training. This additional orientation by the building principal (or central office administrator) was specific for those teachers who were assigned to that administrator. The intent was to facilitate the teacher/administrator negotiation of the behavioral contract that the two would follow throughout the course of the Pilot Project

Retrospectively (see Chapter VIII), the amount of inservice training for the Pilot Project teachers was inadequate. While this was evident regarding general orientation and lack of familiarity with the

Pilot Project operations and the reasoning behind these procedures, it was even more apparent with respect to the specific preparation teachers received for choosing and writing their goals for the Professional Growth and Development and Professional Leadership/Initiative areas.

Chapter V

The Training and Certification of Administrators and Observers to Use the Evaluation Instruments

Requirements of the Training Program

Chapter III described the effort that was required to build validity into the evaluation instruments through a research base and through input from practitioners. This chapter will describe the effort to build reliability (consistency) into the evaluation system through the training and certification of those who used the instruments in the Pilot Project. Validity is dependent on reliability. No matter how valid (accurate) instruments may be, if they are not used reliably (consistently) by the data collectors, the instrument will not provide useful data for assessing teacher performance.

Reliability was achieved in the Pilot Project through training and certification of the 77 administrators and 75 state observers who served on assessment teams. To be certified as reliable to use the teacher evaluation instruments meant that each administrator or state observer had to demonstrate the ability to code or rate items on the evaluation instruments accurately in relation to a standard. When an administrator or state observer became certified to use a particular instrument in the Pilot Project, he/she had demonstrated minimum standards of coding or rating accuracy which had been set by the program developers and trainers. Most of the developers in the Pilot Project were also highly experienced trainers. During the pretest activities, the developers came to expert agreement on coding, rating, and/or judging standards for the instruments. All administrators and state observers had to reach certification standards on the instruments they used before they could work in the Pilot Project or collect Pilot Project data. A mid-year accuracy check was conducted for administrators and state observers using the observation and dialogue instruments.

The training of administrators and state observers in the Pilot Project had to be both effective and efficient. The training had to enable the administrators and state observers to meet the set certification standards and do so in a relatively short amount of time.

The Kentucky plan called for using the principal, a peer teacher, and another experienced teacher as an observation team. Even though the time for training was limited, the training sessions were completed with an excellent success rate for reaching the set criteria and resulted in a much lower training cost per trainee than that of other programs (e.g., Tennessee). Table V.1 shows the number of training days required for administrators and state observers for each of the evaluation instruments.

Management of training throughout the Pilot Project became a major task. With 12 school districts, 47 schools, 77 administrators, and 75 state observers scattered the length and breadth of the state, conducting each of the training programs required a manager of training. The Career Ladder Commission contracted with the Kentucky Academy for School Executives to schedule and operate all training sessions required for the Pilot Project. The special services contract with the Kentucky Academy of School Executives scheduled all training events, provided training facilities and equipment, arranged for trainers, notified state observers and administrators of training events, kept the Commission staff informed regarding attendance at training sessions, and managed the financial resources required for training. Mr. Harry Owen was employed by the Kentucky Academy of School Executives to manage the training contract.

Training for the Use of Evaluation Instruments

Descriptions of the training program, the certification of users, and the training schedule for each of the three evaluation instruments in the Pilot Project are presented below.

Training for the Kentucky Career Ladder Classroom Observation Instrument

The three-day training for the Classroom Observation Instrument was designed to teach administrators and state observers

Table V.1

Certification Training of Administrators and State Observers

Type of Training	Days of Training Required Administrators	State Observers
Program Orientation		1
Goal Setting Training	2	
Goal Attainment Scoring	1/2	1
Observation Instrument Training	3	3
Mid-Project Observation Accuracy Check	1/2	1/2
Dialogue Instrument Training	2	2
Mid-Project Dialogue Accuracy Check	1/2	1/2
Total Training Days	8 1/2	8

to accurately (a) identify and record four types of content taught, (b) identify and record 23 teacher behaviors during a lesson, and (c) check the presence or absence of 18 additional teacher behaviors upon completion of a classroom observation. Objectives of the observation training workshop were:

1. Participants will be able to accurately code a video tape of an elementary and a secondary teacher.

2. Participants will be able to pass a cognitive exam on coding procedures.

3. Participants will be able to explain processes and logistics requirements for using the Classroom Observation Instrument standards.

Certification criteria for use of the Classroom Observation Instrument were:

1. Pass a 50-item cognitive test on coding procedures (i.e.,70% correct).

2. Pass an accuracy test on a video tape of an elementary and a secondary teacher (i.e., the sum of squares of differences between the participant's tallies and the standard must be equal to or less than 126 per video tape).

Training materials included: (a) the **Performance Area Literature Review,** (b) the **Manual for Observing Teacher Behavior with the Kentucky Career Ladder Observation Instrument**, (c) the Classroom Observation Instrument, and (d) four training video tapes that demonstrated the teacher behaviors addressed by the instrument.

The first two days of the observation training workshops were used for training. The third day was used for certification testing and remediation. Following is a list of general activities included in the three days of training.

Day 1

- Introduction to observation and the Classroom Observation Instrument

- Review of the research and performance area document

- Description of behaviors in the Coding Manual

Q - Questioning
R - Responses
P - Praise
C - Communication
M - Management
T - Time
S - Seatwork

- Coding training

- Coding practice and feedback

Day 2

- Description of content categories in Coding Manual

Concepts
Laws/Principles
Rules
Value Judgment

- Coding practice and feedback

- Individual study and practice

Day 3

- Cognitive test
- Coding Accuracy Test (video tape of one elementary teacher and one secondary teacher)
- Scoring of test (over lunch)
- Feedback (persons who passed both tests were dismissed)
- Remediation (if needed)
- Retest (if needed)

Ninety-five percent of the administrators and 92% of the state observers passed the cognitive and the accuracy tests. Of those who failed on the first try, 98% passed on their second try with only 2% needing a third testing for certification.

A mid-year accuracy check was conducted in January and February, and it consisted of additional coding practice and an accuracy test using a video tape of an elementary and of a secondary teacher. Ninety-eight percent of administrators and 97% of state observers passed the mid-year accuracy check. Those who did not pass were assisted on an individual basis until their coding skills met certification standards.

A schedule of training sessions for the initial certification using the Observation Instrument and for the mid-year accuracy check is shown in Table V.2.

Training for Kentucky Career Ladder Teacher/ Observer Dialogue Instrument

The two-day dialogue training workshop was designed to (a) develop the user's notetaking skills for the teacher's responses to seven question sets, (b) analyze the teacher's responses to the question set with respect to degree of practice and degree of knowledge demonstrated, and (c) accurately rate the teacher on 15 statements (9 related to planning and 6 related to evaluation) with respect to a standard established by the developers/ trainers. The administrators and state observers were trained to use a 3 x 3 decision matrix (see Chapter III) to analyze the teacher's responses to the seven question sets. The position selected in the matrix was then translated to a five-point scale summary sheet (see Chapter VII for scoring details).

The primary objective of the dialogue training workshop was to develop participant agreement with a standard sufficient to meet the certification standards. Certification standards were arbitrarily set at 13 as the maximum sum of the squares of differences between the participant's ratings and the standard for the 15 rating statements. (Tennessee uses a similar method in the state career ladder program of setting reliability standards for their trained observers. Therefore, the certification standard of 13 or less was set in consultation with the Tennessee Career Ladder staff.) For certification, administrators and state observers had to meet the specified standards on a one-hour dialogue tape with

Table V.2

Observation Instrument Training Schedule

Date	Location	Type of Training	Audience	Trainers	Number of Trainees
September 11-12, 1986	Bowling Green	Certification Training	Career Ladder Staff	Dr. Gary Galluzzo Dr. James Becker	7
September 18,24,30, 1987	Frankfort Natural Bridge Kentucky Lake	Certification Training	Administrators	Dr. Gary Galluzzo Dr. James Becker Dr. Richard Roberts Dr. Roger Pankratz Dr. Keith Taylor Dr. Billy Thomas Dr. Glenn Creamer Dr. George Trout Dr. Truman Whitfield Dr. Martha McKnight	77
*September 19, 20, 26, 27, 1986	Frankfort Morehead Kentucky Lake	Certification Training	State Observers	Dr. Truman Whitfield Dr. Billy Thomas Dr. Gary Galluzzo Dr. Richard Roberts Dr. James Becker Dr. Martha McKnight Dr. Keith Taylor Dr. Roger Pankratz	74
November 6-7, 1986	Paducah	Certification Training	State Observers	Dr. Gary Galluzzo Dr. James Becker	4
January 16-23, 1987	Lexington Bowling Green Louisville	Accuracy Check	State Observers	Dr. Gary Galluzzo Dr. James Becker Dr. Richard Roberts Dr. Roger Pankratz Dr. Keith Taylor Dr. Billy Thomas Dr. Glenn Creamer Dr. George Trout Dr. Truman Whitfield Dr. Martha McKnight	70

*Attended three of the four days

an elementary teacher and a one-hour dialogue tape with a secondary teacher before being certified and permitted to collect data in the Pilot Project.

Primary training materials for dialogue training included:

1. The **Manual for the Teacher/Observer Dialogue Component of the Kentucky Career Ladder Pilot Program.**

2. The **Dialogue Instrument for Planning and Evaluation.**

3. Video tapes of observer/teacher dialogues.

4. Audio tapes of observer/teacher dialogues.

5. **Kentucky Career Ladder Pilot Program Performance Area Literature Review 1986-87.**

The first day and a half of the training workshop were used for developing rating accuracy. The last half day was reserved for certification testing. A typical training schedule for the two days of training follows:

Day 1

Morning

- Introduction to dialogue and the instruments

- The use of the 3 x 3 matrix for rating and decision making

- Demonstration examples of low 1-2, average 3+, high 4-5 responses to question sets

Afternoon

- Rating practice with segments of an hour dialogue

- Rating practice with full one-hour tape followed by feedback

Day 2

Morning

- Rating practice with an elementary teacher dialogue tape followed by feedback

- Rating practice with secondary teacher dialogue tape followed by feedback

Afternoon

- Criterion test: A one-hour dialogue tape with an elementary teacher followed by a one-hour dialogue tape with a secondary teacher

Administrators or state observers who failed to meet certification standards on both the elementary criterion tape and the secondary criterion tape were provided remediation and repeated the criterion test at a later date. Ninety-five percent of the administrators and 93% of the state observers passed both the elementary and the secondary criterion dialogue tapes on their first try. Of the 7% requiring a repeat of the dialogue accuracy test, 99% passed on the second try.

A one-half day mid-year accuracy check was conducted in January and February. The accuracy check consisted of a short session of rating practice, clarifying administrators' and state observers' questions about the dialogue and rating process, and rating a criterion dialogue tape. Of the 77 administrators and 70 state observers taking the mid-year accuracy check, only 3% failed. These people were assisted on an individual basis to restore their level of accuracy to the certification standards. Table V.3 presents the schedule of dialogue training.

Training for the Goal-Setting and Goal-Review Processes

Training for goal setting and goal review involved training for two separate but related processes. Goal-setting training involved the principals only and was conducted early in the project. Goal review training took place near the end of the project and involved both administrators and state observers.

Table V.3

Dialogue Instrument Training

Date	Location	Type of Training	Audience	Trainers	Number of Trainees
July 31, August 1, 1986	Princeton	Certification Training	State Observers	Dr. Bill Berdine Dr. Roger Pankratz	12
September 8-9, 1986	Bowling Green	Certification Training	Career Ladder Staff	Dr. Bill Berdine Dr. Roger Pankratz	7
September 15-16, 1986	Frankfort	Certification Training	State Observers	Dr. Bill Berdine Dr. Billy Thames Dr. Glenn Creamer Dr. Truman Whitfield	42
September 22-23, 1986	Morehead	Certification Training	State Observers	Dr. Bill Berdine Dr. George Trout	12
*September 23, 1986	Paducah	Certification Training	State Observers	Dr. Roger Pankratz	12
September 29-30, 1986	Frankfort	Certification Training	State Observers	Dr. Bill Berdine Dr. Billy Thames	18
November 10-11, 1986	Frankfort	Certification Training	Administrators	Dr. Bill Berdine Dr. Billy Thames Dr. George Trout	43
November 13-14, 1986	Frankfort	Certification Training	State Observers	Dr. George Trout Mr. Harry Owen	10
November 19-20, 1986	Bowling Green	Certification Training	Administrators	Dr. Roger Pankratz Dr. Jim Becker Dr. Billy Thames	34
January 16 & 23, 1987	Lexington Bowling Green Louisville	Accuracy Check	State Observers	Dr. Bill Berdine Dr. Roger Pankratz Dr. Billy Thames Dr. Glenn Creamer	75
March-April 1987	Local District Site	Accuracy Check	Administrators	Career Ladder Staff	77

*Added to July 31 - August 1 training session

The goal-setting training was designed to develop the principal's ability to (a) work with a teacher on a structured goal-setting process, (b) review a set of goals and activities selected by a teacher and judge its adequacy, and (c) conference with the teacher to negotiate an acceptable two-year goal set. The primary objective for the goal-setting training was for participants to:

1. Demonstrate knowledge of the goal-setting instruments and processes.

2. Demonstrate the ability to judge the acceptability of goals, activities, and two-year goal sets.

3. Demonstrate the ability to determine what is needed to make an inadequate goal set adequate using standard criteria.

Certification for principals' use of the goal-setting instruments and ability to begin the goal-setting process with project teachers in their school was accomplished by passing a 35-item cognitive test with a minimum score of 85%. Training materials provided to participants for the two-day goal-setting workshop were:

1. The **Goal-Setting Development Process for Professional Growth and Development and Professional Leadership and Initiative** (22 pages).

2. The **Professional Growth and Development Goal-Setting Instrument.**

3. The **Professional Leadership and/or Initiative Goal-Setting Instrument.**

4. **Goal Set Contract Summary: Professional Growth and Development.**

5. **Goal Set Contract Summary: Professional Leadership/Initiative.**

6. **Sample Scenarios** (18 pages).

The first day and one half of this workshop was utilized for training; the last half day for the certification test.

Major agenda items addressed over the two-day schedule were:

Day 1

Morning

- The goal-setting process

- Instrumentation

- Activities and exemplars

- Orientation for teachers

- Process Objectives

Afternoon

- The Performance Appraisal Interview

- Conferencing with teachers

Day 2

Morning

- Review of Processes and Instruments

- Training in Conferencing Skills

Afternoon

- Certification Test

- Feedback

- Remediation (if necessary)

Of the 77 administrators who participated in the goal-set training, 74 or 96% passed the certification test on the first attempt. Those administrators not successful on the first attempt were successful on their second attempt. Table V.4 presents the goal-set training schedule.

The goal-set review training was designed to develop the ability of administrators and state observers to (a) review the progress on two-year goal-set materials presented by a teacher, (b) analyze and make ratings regarding degree of progress, (c) assign a point value to progress toward goals, and (d) work as a team to reach consensus on elements of a goal set contract.

Table V.4

Goal-Set Training Schedule

Date	Location	Trainer	No. of Participants	On-Site Trainer/ Consultant
July 25-26, 1987	Princeton	Joanne Powell Cheryl Block	18	Dr. Carl Martray
August 5-6, 1986	Morehead	Lois Adams Steve Davidson	24	Dr. Nancy Minix
August 7-8,1986	Frankfort	Jerry Cruse Steve Davidson Tina Tipton	35	Dr. Carl Martray

At the outset of the Pilot Project it was planned, as specified by the "Blue Book," to test the structure and process of a two-year goal-set/goal-attainment effort. When it became a reality that the Pilot Project would only operate one year, the issue became whether the Pilot Project should test the attainment of one-year goals or progress toward the attainment of two-year goals. The decision, in consultation with Commission members, was the latter option. Thus, a plan was designed by the developers of the goal-set process to assign points on the progress reports and documentation of two-year goal sets. Thus, the primary objective of the goal-review training was to develop the abilities of the administrators and state observers to be consistent in their review of teacher goal-attainment progress reports and assignment of progress points to individual goals of the teacher's goal set.

The materials provided to the administrators and state observers for the training workshop were the **Kentucky Career Ladder Pilot Program Goal-Set Review Training Materials**, a 110- page document that contained the following:

1. **Sample scenarios of goal sets and progress toward goal attainment reports and documentation.**
2. **End of First-Year Progress Register.**
3. **Teacher's Goal-Set Summary Forms.**
4. **Individual Score Sheet.**
5. **Group Consensus Score Sheet.**
6. **Goal-Set Review Score Sheet Summary.**
7. **Procedure for Scoring Progress on Goal-Set Contract.**
8. **Goal-Set Contract Summary: Professional Growth and Development.**
9. **Goal-Set Contract Summary: Professional Leadership/Initiative.**
10. **Procedures for Scoring Progress on Goal-Set Contract.**
11. **Consensus Guidelines.**

The one-day training agenda for state observers contained the following major items.

1. Procedures for the Goal Set Review Meeting.

2. Procedures for Scoring Progress on Goal-Set Contract.

3. Interview Guidelines.

4. The Consensus Method of Decision Making.

5. Evaluation of Progress on the Goal-Set Contract.

Because of previous training, the time was reduced to a half day for administrators. Contained in Table V.5 is a training schedule of the goal-set review and progress evaluation training. Training for state observers was conducted by the developers of the goal-set instruments. Training of administrators was conducted by Career Ladder Site Coordinators in order to accommodate the busy schedule of administrators during the spring of the school year.

Table V.5

Goal Review Training Schedule

Date	Location	Audience	Trainers	No. of Participants
March 9, 10. 1987	Richmond Frankfort	State Observers	Dr. Nancy Minix Dr. Betsy Erffmeyer Dr. Carl Martray	52
March 12, 1987	Barkley Lake	State Observers	Dr. Carl Martray Dr. Betsy Erffmeyer	18
April 1987	Local District	Administrators	Career Ladder Staff	77

80

Chapter VI

Extended Employment for Teachers

As an integral part of the Career Ladder Pilot Project but separate from the testing of evaluation instruments was the ten days of extended employment for participating teachers. Participating districts were required to develop plans for utilizing teachers during the extra ten days of employment and submit a report of the products of these plans. This chapter will describe the processes, the products, and the perceptions of administrators and staff regarding the extended employment effort.

The following specifications for the extended employment component were presented in the "Blue Book":

1. The superintendent, or his/her designee, shall devise a plan for the utilization of those participating teachers for ten (10) working days in excess of the normal school year. This plan will be limited to activities which further the educational goals of the district.

2. The research director shall evaluate each plan and furnish the necessary technical assistance.

3. The research director shall monitor the activities carried out under each plan and evaluate the effectiveness, with input from the superintendent or his/her designee (p. 24).

The Process of Planning and Conducting the Extended Employment Component

In early February, 1987, an ad hoc committee consisting of the Executive Director, the Director of Research, the Coordinator of Special Projects, the Director of School Improvement in the Kentucky Department of Education, the Director of the Professional Development Center Network at Western Kentucky University, and two Site Coordinators met to design the process for conducting and reporting extended employment plans for teachers participating in the Pilot Project. As a result of this planning meeting, the **Extended Employment Planning Form** and **The Kentucky Career Ladder Pilot Project Planning Form** presented in Figure VI.1 were developed and mailed to the superintendent of each participating district along with a cover letter explaining the procedures for planning, conducting, and reporting their extended employment program. Each local administrator was to work with his/her participating teachers to identify

KENTUCKY CAREER LADDER PILOT PROJECT
EXTENDED EMPLOYMENT PLANNING FORM

School District ______________________________

Contact Person ______________________________

Needs Statement: A need for constant updating/revision of various curriculum guides and the development of new curriculum activities to enhance our instructional program

Local District Education Goals

Goal #1 To develop, update/revise curriculum guides in the following areas:

Kindergarten	Health
Teacher-Based Guidance-WCMS	Introduction to Calculus
Technical Education-WCMS	AP History (U.S.)
General Math I	Political Science Course for Homebound
AP English I	

Goal #2 To develop procedures for implementing Southern Association Short Range Priorities-Midway

Goal #3 To develop new activities and resources to enhance the curriculum and instructional program

Goal #4 To create a graph-type chart on strategies to deal with various behavioral characteristics

Goal #5 To revise the job description for department chairmen at the High School

Goal #6 To develop Transitional IEPs for students 16 yrs. and/or in their senior year, networking with adult service providers, and to develop a proposal for a non-diploma program for TMH and borderline EMH high school program

Figure VI.1

	GOAL NUMBER	ACTIVITY	PARTICIPANTS *Group Leader	RESOURCES	EVALUATION/ END PRODUCT	PERSON MONITORING THE ACTIVITY	BEGINNING DATE	COMPLETION DATE
Sample Activity	#2	Select Readings text books that correlate with Alpha Program	*N Brown S Green M Yellow B White	Text Books Alpha Program	A list of text books that correlate with the Alpha Program	James Gray, Elementary Principal	6-1-87	6-3-87
	#1	To develop the Science, Social Studies, Health, and readiness sections of a Kindergarten Curriculum guide		Curriculum guides from surrounding counties; curriculum guides - library, Dickey Bldg., U.K.;manuals newly adopted Social Studies series, Health Science, Ready Steps; other useful educat. material; essential skills list; state program of studies	Completed sections of a Kindergarten guide		6-2-87	6-15-87

KENTUCKY CAREER LADDER PILOT PROJECT PLANNING FORM

Figure VI.1 (Continued)

local district educational goals and design activities that contribute toward these district goals to be completed during the ten days of extended employment. District plans were to be documented by completing the two forms mentioned above and returning them to the Career Ladder Office for approval by May 1, 1987. Each district was visited by a Site Coordinator who provided any technical assistance needed to develop extended employment plans.

The plans were completed and returned to the Career Ladder Office by early May and reviewed by the Executive Director, the Director of Research, and the Coordinator of Special Projects to determine if the plans were complete and contained the requested information. No attempt was made to evaluate the quality of the district goals or activities planned for the extended employment effort. Where there were questions about the plans, a telephone call by the Coordinator of Special Projects or a visit by a Site Coordinator was made to address the concern.

Nearly all the extended employment programs were conducted in late May or early June. One district requested and was granted permission by the Career Ladder Commission, following a recommendation by the Executive Director, to conduct extended employment activities on snow days, after school, and on Saturdays prior to the close of school as an alternate design.

Near the end of the extended employment period, Site Coordinators visited each district, interviewed participating teachers, and developed a report of each district's progress toward the completion of their plan. **A Career Ladder Extended Employment Reporting Form** (see Figure VI.1) was developed and used to judge the degree of completion of activities for district goals. As part of the reporting and evaluation of the extended employment program in each district, those administrators who worked with the program completed a 17-item questionnaire regarding their perceptions of various aspects of the ten-day effort. Responses to the questionnaire as well as observations by Site Coordinators will be presented later in this chapter.

Summary of District Goals and Products

The district goals and the products resulting from the implementation of the district plans are presented in Table VI.1. These goals and products were taken from the district plans, edited to provide a common format, and reported in three major groups: Group I--43-48 participating teachers; Group II--25-31 participating teachers; and Group III--7-19 participating teachers.

Summary and Analysis of the Extended Employment Program for Teachers

Summary of the Product

For the most part, the district ten-day extended employment plans were developed according to the required format

Table VI.1

Extended Employment Plans

Goals	Product
Group I (43-48 Participating Teachers)	
District A	
Review and update student and staff handbooks for 5 schools	Revised handbooks
Develop a substitute teachers' handbook	Complete substitute teachers' handbook
Outline a K-12 gifted educational program	Not complete
Compile a district-wide KEST information booklet	Draft an outline of a KEST booklet
Develop a K-12 scope and sequence for computers	Rough draft of a scope and sequence
Review and revise administrative regulations	Rough draft with changes
Develop a research-based handbook on effective teaching	Not started
Explore the possibility of a vocational diploma	Proposed plan with year-by-year requirements
Implement a program for using computers in basic areas	Not completed
Develop an original drug program for H.S.	Completed survey results analyzed
Implement a program to prepare students to take the ACT and SAT tests	Rough draft of an assistance program
Develop an inservice workshop on a computer management system in reading and math	Initial plans completed, no final product
Revise student handbook	Partially revised handbook
Develop a system for recognizing academic excellence	Not started
Develop a drug awareness teaching guide	Partially completed teaching guide
Develop a scope and sequence for computer programs in grades 2-4	Draft of scope and sequence
Develop "hands on" experience for science curriculum	Not completed
Update/revise fourth-grade drug unit	Revised unit
Update/revise Kentucky History unit at the fourth-grade level	Revised unit
Prepare student-parent handbook	Completed student-parent handbook
Review/revise curriculum	Revised scope and sequence for kindergarten and first grade
Develop parent-teacher organization program	Outline of PTO programs for 1987-88
Personalize programs for learner needs	List of suggestions for personalization of academic areas and for motivational areas

Table VI.1 (Continued)

Goals	Product
District B	
Write, review, and revise specified areas of the curriculum	Revised curriculum guides for kindergarten, Health, Calculus, AP History, Political Science, General Math, AP English, Technical Education, Teacher-Based Guidance Art
Develop management and instructional materials for special populations	Outline of a proposal for a nondiploma program for special populations
	Developed IEP's for "adult service providers"
	Developed plans and listed materials for teaching hearing impaired
	Developed chart depicting various methods of working behavior disorder students
Develop materials to better utilize the community resources in the instructional program	Developed a community resource guide listing classroom speakers
	Computerized NASA/Aerospace materials
	Slide-tape presentation for parent orientation
Organize materials for better instructional use	Analyzed and categorized computer software for instructional use
	Developed catalogue of instructional techniques for teaching handwriting
District C	
Develop curriculum guides and a catalogue of activities in a variety of subject areas	Revised curriculum guides in Reading (E.S.), Math (E.S.), Prereading, Social Studies, Language Arts, Special Education, English, Biology, World Civilization, French, Spanish AP Biology, Word Processing, American History, Driver's Ed., Media
Develop a substitute teachers' handbook	Completed handbook/notebook for substitute teacher
Develop and revise minimum skills tests	A new middle school language arts test
	All other minimum skills tests were revised and updated
Miscellaneous	Catalogue of instructional techniques
	Community resources handbook
	Resource book for problem solving
	Plan for 6-period day
	Plan for structural change of gym
	Program for teen parents
	Science fair handbook
	School discipline code

Table VI.1 (Continued)

Goals	Product
Group II (25-31 Participating Teachers)	
District D	
Reorganize elementary school into grade centers by better utilization of personnel, materials, and space	List of adjunct instructional materials by primary, intermediate, middle school
	Organized instructional materials by grade center specifications
	Correlated Chapter I materials and programs with instructional levels of grade centers
	Organized instructional groups by test scores, teacher recommendation, social-psychology factors
	Developed "time on task" and planning schedules to meet accreditation standard for the grade centers
To provide high school students with a comprehensive student handbook	High school student handbook
Develop lessons, units, and other activities related to curriculum update	Remediation program for mathematics
	Pre-vocational curriculum for special populations
	Revise special education, as needed, for accreditation requirements
	Developed materials list for chemistry program
District E	
Develop units and other curriculum materials	Individualized science materials
	Geology unit using school ground
	Computer application in Language Arts
	Catalog of musical arrangements
	Materials for mainstreamed students
	Units for new 7th-grade social studies currriculum
	Supplemental materials and activities for language arts program
	Revised health unit (anatomy, reproduction, personal hygiene, AIDS)
	Math skills correlated with KEST
	Manipulative materials for 6th-grade mathematics
	Music unit for middle school students
	8th-grade interdisciplinary unit for Invent America
	7th-grade interdisciplinary unit for Invent America

Table VI.1 (Continued)

Goals	Product
	6th-grade interdisciplinary unit for Invent America
	Interdisciplinary unit on drugs, alcohol, and tobacco
	Revised science curriculum to conform to state and national recommendations
	List of grade level skills and topics for middle school science curriculum
	Developed kindergarten, 1st-grade, 3rd-grade, 5th-grade social studies resources materials
	1st-grade resources notebook
	Booklet on Orff-Schulwerk method of teaching music
Develop a literature lab program as an option for 7th and 8th grades	Assessment instrument to identify potential students
	List of materials and teaching techniques for the lab
Develop a multi-grade tutoring program, staffed by community volunteers	List of community volunteer tutors
Revise Social Studies program to conform to state and national trends	List of recommended revisions
	Activities to be included in revised curriculum
	List of media resources for 6th-grade geography
	Plan for concluding 6th-grade social studies with a World Fair theme
Develop plans for involving instructional aides in instruction	Teaching strategies for instructional aides
	Criteria for evaluating instructional aides
	Publication to explain Instructional Support Program (Aides)
	Survey instrument to evaluate Instructional Support Program
Develop proposals for various "grants"	Math Manipulatives Grant, Writing to Read Grant, Artist in Residence Grant
Review instructional computer software	Written review of computer software for Math, Language Art, and Listening skills
Review research literature to ascertain the value of homework in the elementary school	Written review of research concerning homework for elementary school children
District F	
Revise scope and sequence for social studies in K-5	Completed scope and sequence K-5 in handbook form
Prepare a correlation of skills in newly adopted textbooks and materials with Kentucky Essential Skills in Social Studies	Completed correlation of skills handbook

Table VI.1 (Continued)

Goals	Product
Revise existing curricula and write outline for new programs	Revised or new curricula in handbook form for writing, grades 6, 7, & 8; kindergarten math; A.P. English; Speech and drama; Contemporary Issues in Home Economics; Special topics in science
District G	
Develop a district-wide student handbook	Student handbook with administrative procedures and policies and student expectations
Develop a district-wide teacher handbook	Teacher handbook with policies and teacher expectations
Develop administrative policies and regulations	Document of updated district policies and regulations including job descriptions for all administrators
Review and evaluate instruments and processes of the Career Ladder Pilot Program	An informal evaluation was conducted but no document was produced
Complete evaluation processes and documents required for a Southern Association Evaluation (nine of ten days for all high school faculty)	Partially completed documents
Develop units and curriculum materials	A file of KET programs and library audio-visual materials for the elementary schools
	An adaptive P.E. program completed **Every Child a Winner** with materials and activities ready for use and for sharing with other districts
	Rough draft of a drop-out prevention plan for middle school
	Rough draft of a music program for special education
	Early draft of a pre-test for learning disabilities in math
	A completed curriculum guide for middle school music
District H	
Develop/Update curriculum for various high school courses	Completed curriculum guide for high school P.E. I, II
	Lesson plans in Typing I for use with different levels of students
	New curriculum materials for mathematics
	Lesson plans for second year of career education program
	Plan for use of a remedial math program
Develop a computer IEP program	Computer software program for writing IEP's
	Curriculum guides for developing IEP's
Develop/update curriculum guides of social studies, art education and physical education in the elementary school	Revised curriculum guide for social studies, art, and physical education in the elementary school
Development of a new P.E. curriculum for an elementary school	Curriculum guide in elementary physical education to be used by all teachers in all grades

Table VI.1 (Continued)

Goals	Product
Design a program to improve attendance	Completed attendance program presented to superintendent
Improve curriculum in the middle school	Plan for teaching literature in the middle school
	Partially completed plan for a writing program

One elementary school in District H experienced a fire and faculty used some extended employment days salvaging and inventorying materials lost in the fire.

Group III (7-19 Participating Teachers)

District I

Evaluate the teacher assessment processes and instruments of the Career Ladder Pilot for use in local system	Evaluation of materials in the Pilot Project
Incorporate positive aspects of the Career Ladder program into local system	List of materials and processes to be adopted and implemented
Examine weak aspects of Career Ladder program for possible revisions	List of recommendations
Develop a plan for improving the local evaluation system	Partially completed plan
Other	Materials and document curriculum revision

District J

Revise and update scope and sequence curriculum guides in nine curriculum	Completed or revised curriculum guides in English (H.S.), Social Studies (H.S.), Arts (7th & 8th), Gifted (7th - 9th), Character Ed., Music Ed. (H.S.), Reading (E.S.), Math (E.S.), Science (E.S.), Health Ed., Social Studies (E.S.), Physical Ed. (H.S.), Instrumental Music (H.S.)
Develop a standardized IEP computer program K-6 special education	Computer generated IEP program for K-6
Develop learning packages for mainstreamed special education students	Learning packages developed in several areas
Review and evaluate computer software for elementary school computer laboratory	Partially completed software review booklet for teachers
Plan and develop a substitute teacher handbook	Substitute teacher handbook
Develop a grant proposal for a pre-playschool program	Not completed
Organize labs in physics, biology, physical science, and anatomy	List of experiments and study guides for physics
	Laboratory manuals for biology, physical science and anatomy

District K

Develop a writing laboratory for high school students	Writing laboratory completed to encourage excellence in writing skills and publications of students' works
Develop a humanities curriculum guide	Completed guide for art, literature, music, and history with supplementary and evaluation materials

Table VI.1 (Continued)

Goals	Product
Develop an ACT preparation workshop	Completed ACT workshop with materials, resources, and implementation plan for 1987-88
Develop a scope and sequence for literature courses 9th-12th grade	Not completed–determined the goal was not needed
Alternate goal–Develop a curriculum guide for English I (Reading for under prepared ninth graders)	Curriculum guide for English I
Design a new scheduling program for the junior high school	New scheduling design developed with a master junior high schedule, criteria, for selecting advanced students and a completed schedule of all junior high students
Design curriculum materials for kindergarten	Two teaching units produced
	One set of testing materials produced
District L	
Write, revise, and refine documents of the curriculum	Booklet of art activities
	Black history activities correlated with 4th-grade social studies
	Resource booklet in black history
	File folder of critical listening skills with related activities
	Documented analysis of two science programs
	Four lists of writing activities and materials
	Unit on poetry with art activities
	Revision of a set of creative writing activities
	Unit on Brazilian culture
Write, revise, and refine elements of curriculum	List of jr. high orchestration literature
	Catalog of problem solving resources
	Modified woodworking curriculum
	Revised 8th grade computer curriculum
	New 7th-grade Life Science curriculum
	New 6th-grade art program
	New computer literacy unit
Develop inservice training modules	Resource file for teachers describing art activities and materials for the elementary curriculum
Analyze KEST data and develop strategies for improving student performance	Set of exercises labeled according to KEST skills, mastery learning, and local evaluation measures
	Resource file correlated with KEST items in creative writing, spelling, and library skills

Table VI.1 (Continued)

Goals	Product
Develop strategies for working with split-grade classrooms	No products to report
Produce guide sheets for acquisition and/or production of teaching materials	Survey form for acquisition of materials
	Art supply price list
Develop performance criteria for special teaching areas and/or special populations	Check list for observing P.E. classes, Industrial Arts, Librarians, and Home Economics

and needed only minor clarifications and revisions. The number and type of goals and activities planned varied significantly from district to district; however, the **Extended Employment Planning Form** presented in Figure VI.1 enabled districts to describe the activities, resources, persons involved, products, and a time frame associated with each goal. No effort was made to quantify goals or judge the quality of individual district goals. Overall, the Career Ladder staff judged the twelve district plans as reasonable and meeting the requirements of the Pilot Project.

The extended employment program in each district was supervised by the superintendent or his designee who had the responsibiiity to "sign off" on the completion of each activity after examining the resulting product. All four Site Coorinators visited the districts in their region, interviewed local administrators, verified the completion of activities and products, and wrote a descriptive assessment of the extended employment program which was submitted to the Executive Director.

In general, the activities contributing to district goals were completed on time by the end of the extended employment period. One district requested and was granted permission to pursue an alternate plan to the ten days of employment after school was dismissed in spring. This district used extended employment days in a manner similar to flexible inservice days, i.e., teachers worked on activities and projects directed toward district goals on snow days, Saturdays, and after school on weekdays. Their district plan was similar to other districts and the products generated from the program were similar to prospects of schools who operated their extended employment in late May and June. The administration in the district reported that the ten days of time were used effectively but that the management of activites and team efforts was difficult due to other programs and responsibilities that were demanding equal time during the school year.

An overwhelming majority of the activities and products completed during the extended employment were in the area of curriculum development and curriculum materials. Table VI.2 presents the distribution of 115 major activities completed, most of which were team efforts, completed by category.

Table VI.2

District/School Activities by Category

Category of Activity	Type of Products	No. of Schools and Districts Selecting the Activity
Curriculum Development	Scope and sequence units, guides, and activity files	46
Select/Develop Resource materials	Resource lists, packets of materials, computer programs	19
Teacher Evaluation/ Effectiveness Training	Certification	6
School Community Relations	Slide-tape program, handbooks, resource lists	4
Learning Materials for Special Education	Packets, resource files	4
Special Education Evaluation/ Revision	Performance criteria	4
District-wide KEST Report	Reports, booklets	4
Accreditation Materials	List of standards	4
Policy Handbook Revisions	Revised documents	4
Substitute Teacher Handbook	Published handbook	3
Grant Writing	Submitted proposals	3
District Surveys	Survey forms and plans	2
School Guidance	Reports	2
District/School Reogranization	Published plans	2
Administrative Regulations	Guidelines	1
KEST Resource File	File of correlated activities	1
Teacher Inservice	Training modules	1
Split-grade Strategies	Published lists	1
Standardized IEP Program	Form computer program	1
Minimum Skills Test	Revised tests	1
New Teaching Techniques	Printed catalog	1
Teacher Evaluation System	New teacher evaluation items	1

Reactions of Administrators

Fifty-three administrators who had some responsibility for the extended employment program in the 12 districts completed a 17-item Extended Employment Survey. A summary of responses to the 14 multiple choice items is presented in Table VI.3.

Items 15, 16, and 17 of the **Extended Employment Survey** allowed administrators open-ended responses. Item 15 asked what problems they encountered with extended employment and received a response of little or no problem by more than 80% of the administrators. Problems that were reported related to supervision of teachers during extended employment. Some principals and supervisors felt other administrative responsibilities prevented them from providing adequate supervision of the extended employment effort. Other administrators mentioned that teachers were tired after the school year and ten days of additional employment was too long. It should be noted that 73% of the administrators responding to item 8 of the survey preferred the before school/after school fall/spring split to ten days in the spring.

Item 16, "What additional ways could extended employment be used in your district?" was responded to by administrators with the following frequency of items.

1. School-related teacher goals, 17
2. Curriculum revision, 14
3. Planning for the coming school year, 13
4. School department/grade goals, 6
5. School-based goals, 5
6. Inservice planning, 4
7. Writing proposals for grants, 4
8. Planning community involvement, 3
9. Record keeping, 1

Item 17, "What kind of inter-teacher, inter-department and inter-school working relationships were experienced during extended employment?" received responses that revealed a most important aspect of the extended employment program. Administrators in at least six districts reported that the ten days were a unique time when teachers and administrators could work together to share ideas, plan, develop new programs, and build rapport and team spirit that was not possible during the school year. Teachers' comments in reporting their activities and products supported this fact. The extended employment days provided the group time that was needed to impact a number of projects directly related to the quality of the school's curriculum.

Administrators reported that their districts attained their goals (96%), that extended employment was valuable to their district (96%), that the program would have an impact on student learning (100%), that the products of extended employment were good or excellent (95%), and that the tax dollar would be

Table VI.3

District Administrators' Responses to the Extended Employment Survey (n = 53)

Survey Items	Possible Responses	Frequency
1. How familiar are you with the extended employment goals and activities in your district?	very knowledgeable	53%
	knowledgeable	38%
	somewhat knowledgeable	5%
	limited knowledge	4%
	no familiarity	-
2. Your district did obtain its goals for extended employment.	strongly agree	40%
	agree	56%
	neither agree nor disagree	4%
	disagree	-
	strongly disagree	-
3. The extended employment was valuable to your district.	strongly agree	63%
	agree	33%
	neither agree nor disagree	4%
	disagree	-
	strongly disagree	-
4. Teachers would welcome the opportunity to do extended employment every year?	strongly agree	43%
	agree	40%
	neither agree nor disagree	17%
	disagree	-
	strongly disagree	-
5. What percentage of eligible teachers in your district would be likely to participate if extended employment were offered?	1%-20%	13%
	21%-40%	30%
	41%-60%	31%
	61%-80%	15%
	81%-100%	11%
6. How much impact on student learning do you think the extended employment activities will have in your district?	very positive	41%
	positive	50%
	moderate	9%
	slight	-
	none	-
7. Extended employment should be how long?	1 week	11%
	2 weeks	74%
	3 weeks	6%
	4 weeks	6%
	longer	4%
8. Extended employment would be most effective if done	after school/spring	12%
	before school/fall	12%
	middle of summer	4%
	split--before opening day/ after closing day	73%
9. The extended employment design plan for your district was developed by (check all appropriate blanks)	superintendent	23%
	other central office administrators	25%
	principals	28%
	teachers	23%
	other	1%

Table VI.3 (Continued)

Survey Items	Possible Responses	Frequency
10. How much did teachers abuse their time and responsibility during the career ladder extended employment?	none	56%
	slightly	39%
	moderately	2%
	considerably	3%
	extremely	-
11. What quality rating would you give the end product(s) of the extended employment goals and activities?	excellent	53%
	good	42%
	average	4%
	needs improvement	-
	poor	-
12. The tax dollar would be well spent on teacher extended employment in the future.	strongly agree	53%
	agree	40%
	neither agree nor disagree	7%
	disagree	-
	strongly disagree	-
13. What should be the focus for the extended employment plan in your district?	district-wide goals	16%
	subject matter/grade level/department/ problem-oriented groups of teachers	11%
	independent teacher goals	-
	faculty/school-based goals	13%
	combination(s) of above	60%
14. Would you recommend to your board of education to put a district extended plan into action	yes, local district funded	14%
	yes, state funded	86%
	no	-

well spent on teacher extended employment in the future (93%). As mentioned above, administrators, in general, believed that the ten days would be better split before school in fall and after school in spring. Also, a majority believed that only a portion of their eligible teachers would participate in extended employment if offered.

In general, the administrators were very positive concerning the benefits derived from the extended employment and believed that students will benefit from this effort. However, only 14% of the respondents thought the local district itself could finance this effort. Eighty-six percent of those surveyed indicated that such a program would have to be a state financed effort if it were to become a reality in their district.

Assessment by the Career Ladder Staff

Given the organization and structure of the extended employment component, it was impossible to conduct a quantitative evaluation of district plans and of the products produced by districts in the ten-day effort. However, after making a thorough review of district plans, the district reports of activities and products resulting from the implementation of plans, and after conducting on-site interviews with administrators and teachers, the following assessments of the extended employment aspect of the Pilot Project were made.

With few exceptions, the 12 districts were able to develop district goals, activities, and processes that met the specifications set forth by the Pilot Project. With few exceptions, districts were able to implement these plans and produce quality products that administrators perceived as useful to the district, the school, and the instructional program of the school. Several schools used the extended employment days to serve the district's long-range curriculum improvement goals. For example, District A obtained a Department of Education incentive grant to supplement the extended employment effort. Several teachers from this district wrote positive comments in their reports of activities on how pleased they were to have the opportunity to work together on curriculum development products and be paid for their services. Also, District E used the extended employment to develop interdisciplinary instructional teams that, in turn, developed units for an innovative program to begin next year.

In situations where districts failed to meet the expectation of their plan, the primary problem appeared to be a lack of local leadership and support. The least productive scenario was where there was little leadership direction or support from the principal or supervisor in charge and teachers were left on their own to individually work out their obligation for the ten days of extended employment. In contrast, the most productive scenario was where a highly motivated faculty under the direction of an effective leader used the ten days as a bonus for brainstorming, planning, and developing district and school goals that existed before the implementation of the Pilot Project--the investments in the ten days were greater and the products appeared more useful and of higher quality. While there were exceptions of quality individual efforts by teachers without much administrative support, group efforts at the school or district level with effective leadership seemed to produce the greatest dividend for the district.

The data from the district that conducted their extended employment during the school year, on snow days, Saturdays, and evenings indicated that it was a less than desirable arrangement for both administrators and teachers. Administrators from the district reported difficulties in managing the extended employment plan on an ongoing basis. Administrators in this district also felt working after school and on Saturdays placed an overload on teachers with full teaching responsibilities.

In summary, it appears that school systems can and in the Pilot Project did effectively utilize those teachers who were identified as high quality. However, there was a wide range of variability in the products produced by the extended employment program. Local leadership and degree of local support appear to be key factors in determining the extent to which districts were able to benefit from the efforts of teachers during the ten extended days.

Chapter VII

The Data Collection Process

Introduction

The primary processes for collecting data during the Pilot Project were outlined by the "Blue Book." Specific details and instruments used were developed by teams of university and public school personnel, utilizing the available research literature regarding effective teaching; judgments of best professional practice from Kentucky public school teachers; and current psychometric theory, knowledge, and practice. Information gathering processes included:

1. Both announced and unannounced classroom observations which produced: (a) demographic information about the teacher and the classroom situation that was observed; (b) counts of the types of and characteristics of concepts, laws, rules, and values being taught; (c) counts of effective teaching behaviors demonstrated by a teacher; and (d) general impressions of effective teacher behaviors displayed by a teacher.

2. Dialogues which produced short written descriptions (i.e., notes) and ratings of a teacher's planning and evaluation activities.

3. Professional growth and development and professional leadership/initiative goals and activity sets negotiated by the teacher with the teacher's principal.

4. Committee reviews of a teacher's professional growth and development and professional leadership/initiative goal and activity sets to assess the extent to which a teacher completed expected goals and activities that were contracted for completion in the first year.

5. The administrator's and state observers' general impression of the teaching ability of the teacher.

6. The administrator's and state observers' recommendation whether the teacher should be advanced on the Career Ladder.

7. Interviews conducted at the end of the Pilot Project with groups of participating teachers, groups of participating administrators, groups of state observers, and the site coordinators.

Additionally, information was collected regarding the use of student achievement data in the evaluation of teachers and the ten days extended employment of teachers by the participating districts. The use of student achievement data was addressed by a special project on Expected Student Achievement as detailed in Chapter IX. The Expected Student

Achievement project involved the intense study of 26 teachers from diverse teaching assignments. They were studied to determine the student achievement outcomes they worked toward and how they documented those outcomes when standardized achievement tests could not be used. Briefly, the information gathering processes used throughout the Expected Student Achievement project included: (a) describing the student achievement outcome goals held by the 26 teachers participating in the project and documenting progress toward those goals; (b) interviewing project participants, students, parents, and principals; and (c) observing and dialoguing with project participants.

Information gathering processes associated with the ten days of extended employment of teachers by the participating districts are detailed in Chapter VI. Briefly, they included (a) plans generated by each participating district, (b) district progress reports compiled by each site coordinator after visiting assigned districts, and (c) administrator responses to a 17-item questionnaire regarding their perceptions of various aspects of the extended employment period.

Classroom Observations

The Classroom Observation Instrument

The Kentucky Career Ladder Classroom Observation Instrument was developed based on the extant research on effective teaching and was designed to be technically adequate for a trained administrator or state observer. Each administrator and state observer was scheduled to conduct three classroom observations per teacher, using the Classroom Observation Instrument which consists of four pages.

Page 1 (see Figure III.1) consists of demographic information about the teacher and the classroom being observed. The first page was to be completed prior to the beginning of the observation.

Page 2 (see Figure III.1) has a place to record four areas of subject matter knowledge: concepts, rules, laws, and values. The data produced from this section of the Classroom Observation Instrument varied widely from instruments reporting no content lessons being taught to a very large number of concepts (n=83) being taught in 20-minute lesson--both very unlikely events! The reason why this occurred is not obvious. The administrators and state observers did not experience any particular difficulty in coding subject matter knowledge during training or the mid-year accuracy checks. Further study is needed to clarify this situation. Until that occurs, the meaning of the data produced on the portion of the Classroom Observation Instrument is unclear and was excluded from the analysis provided in this report.

Page 3 (see Figure III.1) is the portion of the Classroom Observation Instrument where the administrators and state observers tallied the frequency with which the teacher demonstrated 23 teacher/

student interaction behaviors during the course of the observed lesson. The scoring of these data is detailed below; in each case, the score that is produced appropriately incorporates effective and ineffective teaching behaviors into its computation.

Page 4 (see Figure III.1) was completed after the observation was finished. The administrator or state observer marked, as appropriate, those behaviors that occurred. As explained below, several categories could be judged as being inappropriate for the particular lesson observed and, therefore, were ignored in the scoring of the Classroom Observation Instrument for that observation.

Each teacher was observed three times and dialogued once by an administrator and each state observer. All classroom observations were initially scheduled so that each state observer's and administrator's observations were distributed across the October 1986 to April 1987 observation period. One of the three classroom observations conducted by each state observer and administrator was announced; that is, the teacher was notified in advance of the time at which he/she would be observed. Each announced observation was to be followed (after school) by a dialogue. The other two observations conducted by each state observer and administrator were unannounced. The unannounced observations were not followed by dialogues. All possible orders (refer to Table VII.1 for a listing of possible orders) of announced and unannounced classroom observations were used and balanced among the participating teachers. Approximately half (N = 184) of the participating teachers were observed by only one team for a total of nine classroom observations per teacher. The remaining teachers (N = 153) were observed by two teams for a total of 18 classroom observations per teacher.

Scoring the Classroom Observation Instrument

The Classroom Observation Instrument produces 15 teacher effectiveness scores that reflect various aspects of a teacher's teaching performance. The scores are based on formulae that represent the best judgment of the developers, their interpretation of the research literature, and the professional judgment of Kentucky public school teachers. (The research base for the Classroom Observation Instrument is presented in the **Kentucky Career Ladder Pilot Program Performance Area Literature Review** which is contained in Appendix III.D.) An explanation of each score and the formula used in its calculation follow. (For easy reference, each tally section from Page 3 of the Classroom Observation Instrument is presented with the description of the score computation procedures appropriate for that section.)

Questions. The Questions section is the first general category on page 3 of the Classroom Observation Instrument. Asking academic questions has been found to be positively related to student achievement. Likewise, asking multiple and unrelated questions has been found to be negatively related to student

Q		**asks academic questions**	
		asks multiple questions	
		asks unrelated/procedural questions	
		allows callouts/unison responses	

Table VII.1

All Possible Orders of Announced and Unannounced Classroom Observations

Classroom Observation#	Order #1	Order #2	Order #3
1	Announced	Unannounced	Unannounced
2	Unannounced	Announced	Unannounced
3	Unannounced	Unannounced	Announced

achievement. When observing a teacher, the administrators and state observers tallied the number of each type of questioning behavior that occurred. From this information a Questions (Q) score was calculated which gives the ratio of the number of academic questions, or questions which relate to the material under study, to the number of questions asked in the lesson. The formula for the Questions score is the ratio of academic questions minus the sum of procedural and unrelated questions divided by the total number of questions tallied during the observation minus the number of call-outs recorded, expressed as:

$$Q=\frac{\text{Academic Questions - (Multiple + Unrelated Questions)}}{\text{All Questions - Call-outs}}$$

The Q ratio varies from a -1.00 to a +1.00 where +1.00 means that all questions asked were related to the lesson. A Q ratio of -1.00 means that all questions asked were unrelated to the lesson.

Call-outs. A special score derived from the Questions section is the Call-outs (CO) score which refers to the number of times a teacher accepted a student calling out the answer before his/her classmates had the opportunity to respond. Call-outs have been found in previous research to relate negatively to student achievement. The formula for the Call-outs ratio is the number of call-out tallies over the total number of questions asked by the teacher. The ratio provides the proportion of times a student could give an answer in an uncontrolled setting.

$$CO=\frac{\text{Call-outs}}{\text{Total questions}}$$

In contrast to the other scores derived from the Classroom Observation Instrument, the best Call-outs ratio is 0.00, meaning that none of the questions the teacher asked were responded to through an uncontrolled call-out by students. The ratio varies from 0.00 to +1.00.

Responses. The Responses section is the second general category on page 3 of the Classroom Observation Instrument. There are three possible responses for a teacher to make to a student's answer to

R		rephrases/amplifies student responses	
		corrects/clarifies student responses	
		does not clarify/correct responses	

a question. The teacher can either rephrase or amplify the student's answer, he/she can correct or clarify a misunderstanding, or he/she can not respond. The formula for the Responses (R) score is the sum of the first two response categories divided by the total number of frequencies recorded. The calculation is expressed as:

$$R = \frac{\text{Rephrases/Amplifies + Corrects/Clarifies}}{\text{Total Responses}}$$

The R score ratio varies from 0.00 to 1.00 where 1.00 means that all responses made by the teacher to students' answers were positive (i.e., rephrases/amplifications or corrections/clarifications).

Praise. The Praise section is the third general category on page 3 of the Classroom Observation Instrument. There are two behaviors that have been found in educational research to relate to student performance: specific academic praise and praise of group academic effort. The formula for the Praise (P) score ratio reflects the proportion of praise statements which focus on academic achievement versus all praise statements. The ratio is expressed as:

P		uses specific academic praise	
		uses general academic praise	
		uses group academic praise	
		uses conduct-related praise	

$$P = \frac{\text{Specific Praise + Group Academic Praise}}{\text{Total Praise}}$$

A P score ratio of 1.00 is best and indicates that all of the praise statements made to students during a class were either specific to the performance of an individual or were positive statements made to the group regarding their academic performance. The P score ratio varies from 0.00 to 1.00.

Communication. The Communication section is the fourth general category on page 3 of the Classroom Observation Instrument. Communication is defined as statements which the teacher makes to the students that either give direction, focus the students' attention on a particular idea or problem, or challenge the students to try harder. On the negative side, statements of sarcasm are tallied because available research indicates that in classes where there is a lack of positive affect, student achievement tends to be depressed. The formula for the Communication (C) score is the ratio of the positive communication statements to the total number of communication statements made in a class. The ratio is written as:

C		cues students	
		uses emphasis	
		uses challenge	
		uses sarcasm/negative effect	

$$C = \frac{\text{Cues + Emphasis + Challenge}}{\text{Total Communication}}$$

The C score ratio varies from 0.00 to 1.00. The best C score ratio is 1.00 and means that all responses made by the teacher to students' answers were of positive affect that tend to focus students on the tasks at hand.

Management. The Management section

M		stops misconduct positively	
		stops misconduct negatively	
		does not stop misconduct	
		uses overlapping	

is the fifth general category on page 3 of the Classroom Observation Instrument. Management focuses on how teachers handle disruptions in the classroom. There are two behaviors which a teacher can use that are tallied. He/she can stop misconduct positively (e.g., the desist method) and he/she can use conduct-related praise from the category on praise. Less effective behaviors include inappropriate desists and failing to stop misconduct. The formula for the Management (M) score is the ratio of positive behaviors in the category to total behaviors:

$$M = \frac{\text{Stops positively} + \text{Overlapping} + \text{Conduct-related praise}}{\text{Total management} + \text{Conduct-related praise}}$$

The best ratio is 1.00 for the M score. It varies from 0.00 to 1.00 which means that the management statements made were accurate and more effective at stopping misconduct once it began. The ratio of zero over zero (i.e., 0/0) was coded as a 1.00 so as to not penalize the teacher when no misconduct occurred during a lesson.

Time Management. The Time Management section is the sixth general category on page 3 of the Classroom Observation Instrument. The category of Time Management refers to teacher behavior which demonstrates his/her concern for both teacher and student time-on-task. The time management ratio is simply the frequency of tallies for which the teacher minimized management time over the total number of management statements made. The formula for the Time Management (T) score is:

		minimizes management time	
T		mismanages time	

$$T = \frac{\text{Minimizes management time}}{\text{Total Time Management}}$$

The best T score ratio is 1.00, meaning that all teacher behaviors observed were behaviors that have been found to minimize management time. The ratio varies from 0.00 to 1.00 and the ratio of zero over zero (i.e., 0/0) was coded as 1.00 so as to not penalize the teacher.

Seatwork. The Seatwork section is the seventh general category on page 3 of the Classroom Observation Instrument. The category of Seatwork reflects teacher behaviors appropriate when students have seatwork: moving around the room monitoring student behavior and providing individual explanations to students when necessary. Inappropriate seatwork activity for the teacher is to remain distant from the students, to sit at his/her desk, or to leave the room. The formula for the Seatwork (S) score is the ratio of appropriate teacher behavior over all seatwork behavior:

circulates and monitors

S		circulates and monitors inadequately	

$$S = \frac{\text{Circulate and Monitors}}{\text{Total Seatwork}}$$

The S score ratio varies from 0.00 to 1.00. An S score of 1.00 means that the teacher circulates and monitors seatwork every time it is assigned to students. A ratio of 0.00 indicates that the teacher's behavior was inappropriate for that lesson.

DURING THIS OBSERVATION, THE TEACHER:

1. __Began instruction promptly without delay.

Begins Promptly. The first category on Page 4 of the Classroom Observation Instrument is Begins Promptly. Begins Promptly refers to whether the teacher began instruction promptly without delay and has been found in previous research to relate positively to student achievement. For the classes that were observed, the administrators and state observers checked, after the observation was completed, whether the teacher had started promptly. The teacher could Begin Promptly only once per observation. The number of times the category had been checked in all the observations made by the administrators and state observers for that teacher were combined to form a ratio. The formula for this ratio is based on the number of times the administrators and state observers determined that the teacher started promptly over the number of classes observed:

$$BP = \frac{\text{\# of classes started promptly}}{\text{\# of times observed}}$$

A Begins Promptly (BP) score of 1.00 is best and means that the teacher promptly started the lesson each time he/she was observed. The score varies between 0.00 and 1.00.

ESTABLISHEDAN ACADEMIC FOCUS IN THE FOLLOWING WAY(S):

2. __Reviewed students' previous work or previous lesson content.
3. __Provided an overview of lesson's content or a statement of lesson's objective(s).
4. __Provided an overview of instructional process to be used in lesson.

Academic Focus. Academic Focus is composed of categories 2, 3, and 4 on page 4 of the Classroom Observation Instrument. Academic Focus represents those things that a teacher does to establish a focus for instruction and that have been found to be positively related to student outcomes. The administrators and state observers checked the number of categories that applied to the lesson they observed. The number of times each category was checked in all the observations was combined to form a ratio. The formula for the Academic Focus score is a ratio of the number of categories 2 through 4 checked over the number of observations made for that teacher times three:

$$AF = \frac{\text{\# of categories positively checked}}{\text{\# of observations X 3}}$$

The highest Academic Focus (AF) ratio possible is 1.00, meaning that a teacher established an academic focus for each lesson observed. The lowest ratio possible is 0.00, meaning that a teacher did not establish an academic focus for each lesson observed.

DEMONSTRATED THE FOLLOWING CHARACTERISTICS:

5. __Focused on one point/skill at a time.
6. __Checked for student comprehension before proceeding.
7. __Modeled the skill (write NA if not applicable).
8. __Provided varied and specific examples.
9. __Used within-lesson review/ending review.
10. __Provided for guided practice (write NA if not applicable).
11. __Provided for independent practice (write NA if not applicable).

Presents New Content. Presents New Content is composed of categories 5 through 11 on page 4 of the Classroom Observation Instrument. Presents New Content represents those teacher behaviors associated with the presentation of new content or skill lessons that have been found to be related to positive student outcomes. For the classes that were observed, the administrators and state observers checked, after the observation was completed, the categories that were appropriate for that teacher. Categories 7, 10, and 11 may have been judged not appropriate for that lesson by the administrator or state observer and coded as such. The number of times each category was appropriately checked in all the observations made by the administrators and state observers for that teacher were combined and placed over the total number of categories across all observations checked as being applicable to form the ratio:

$$PNC = \frac{\#\text{ of categories positively checked}}{\text{Total }\#\text{ of categories checked as being applicable}}$$

The best Presents New Content (PNC) score is a ratio of 1.00, which means that teachers demonstrated only positive presentation behaviors when introducing new content and/or skills. The ratio varies from 0.00 to 1.00.

USED THE FOLLOWING EFFECTIVE QUESTIONING TECHNIQUES:

12. _Paused before calling on student.

13. _Allowed student time to respond

14. _Guided recitor (write NA if not necessary).

15. _Elicited responses from a variety of students
in a nonrepetitive pattern.

Effective Questioning Techniques. Effective Questioning Techniques (EQT) is composed of categories 12 through 15 on page 4 of the Classroom Observation Instrument. Effective Questioning Techniques represents those teacher questioning behaviors that have been found to be related to positive student outcomes. For the classes that were observed, the administrators and state observers checked, after each observation was completed, the categories that were appropriate for that teacher. Category 14 may have been judged inappropriate for that lesson by the administrator or state observer and should have been coded as such. The number of times each category was checked as appropriate in all the observations made by the administrators and state observers for that teacher were combined to form a ratio based on the number of appropriately checked categories over the total number of categories checked as being applicable:

$$EQT = \frac{\#\text{ of categories positively checked}}{\text{Total }\#\text{ categories checked as being applicable}}$$

The EQT ratio varies from 0.00 to 1.00. An EQT ratio of 1.00 means that the teacher demonstrated only positive effective questioning techniques.

16. __Provided clear directions for seatwork/homework (write
NA if not applicable).

Provided Clear Directions. Provided Clear Directions (PCD) is category 16 on page 4 of the Classroom Observation Instrument. The category Provided Clear Directions refers to those teacher behaviors associated with providing clear directions to students for seatwork and homework assignments. Such behavior has been found to be positively related to student outcomes. After the observation was completed, the administrators and state observers determined whether this category was appropriate for the lesson and, if so, checked whether the teacher had provided clear directions for seatwork and/or homework. The number of times the category had been checked in all the observations made by the administrators and state observers for that teacher were combined over the number of times the category was deemed appropriate for the classes observed to form the PDC score:

$$\text{PCD} = \frac{\text{\# of times the category was checked}}{\text{\# of times the category was deemed appropriate}}$$

The PCD score varies from 0.00 to 1.00 where 1.00 means that, each time it was appropriate, teachers provided clear directions for seatwork and/or homework.

Was Involved. Was Involved is category

17. __Was involved.

17 on page 4 of the Classroom Observation Instrument. The category Was Involved refers to those teacher behaviors that reflect the teacher's involvement in the lesson. Teacher involvement, or the amount of time the teacher spends on task, has been found to be positively related to student achievement. After the observation was completed, the administrators and state observers checked whether the teacher was involved. The number of times the category had been checked in all the observations made by the administrators and state observers for that teacher over the total number of observations conducted was used to form the ratio:

$$\text{WI} = \frac{\text{\# of times the category was checked}}{\text{total \# of number of observations}}$$

For the Was Involved (WI) ratio which varied from 0.00 to 1.00, 1.00 is best and means that the teacher was involved in each lesson that was observed.

Was Enthusiastic. Was Enthusiastic is

18. __Was enthusiastic.

category 18 on page 4 of the Classroom Observation Instrument. The category Was Enthusiastic refers to those teacher behaviors that reflect the teacher's enthusiasm in teaching a lesson. Teacher enthusiasm has been found to be related to positive student outcomes. After the observation was completed, the administrators and state observers checked whether the teacher demonstrated the characteristics of an enthusiastic teacher. The number of times the category had been checked in all the observations made by the administrators and state observers for that teacher over the total number of observations conducted formed the ratio:

$$\text{WE} = \frac{\text{\# of times the category was checked}}{\text{total \# of number of observations}}$$

The best Was Enthusiastic (WE) ratio is 1.00. In this case, it would mean that the teacher was enthusiastic in each lesson that was observed. The worst WE ratio is 0.00, which means the teacher was not enthusiastic in any of the lessons that were observed.

Scoring Summary

Except for two instances, the scores derived from the Classroom Observation Instrument are ratios that range from 0.00 to 1.00 where the higher the score the more positive the teacher's behavior. For CO, the lower the ratio the more positive the teacher's behavior. For Q, the ratios vary from 1.00 (positive behavior) to -1.00 (negative behavior).

Dialogues

Each administrator and state observer conducted one dialogue with each teacher they observed using the **Kentucky Career Ladder Teacher/Observer Dialogue Instrument** (refer to Appendix III.E). The dialogue was to be conducted after school on the same day an announced classroom observation had been completed.

The dialogue was designed to assess: (a) the teacher's degree of expertise in the use of a variety of planning and evaluation procedures that address a wide range of variability in his/her classroom and (b) the teacher's degree of knowledge of techniques and procedures to use and why he/she is using a specific technique or procedure for enhancing student learning in his/her classroom. The assessment was accomplished through asking the teachers a series of questions from each of seven question sets (see Table III.2). Using the notes taken during the dialogue regarding the teacher's answers to each question set, the administrators and state observers completed 15 rating statements (see to Table III.2). For each rating statement, the administrator or state observer first rated, on a 1 to 3 scale, the teacher's planning of a variety of procedures. For the same rating statement, the administrator or state observer would rate the teacher's knowledge level on a 1 to 3 scale. The ratings on the two scales were then combined to produce a 1 to 5 rating by using a 3 X 3 decision matrix (refer to Figure III.2). One axis of the matrix represents the teacher's practice level and the other the teacher's knowledge level. The resulting 1 to 5 rating represents a particular position in the matrix which in turn reflects the teacher's combined knowledge and practice abilities with respect to planning and evaluation. These ratings were then averaged to yield an average rating for each question set (set 1 to set 7), an average rating (PLAN) for the planning question sets (sets 1-4), an average rating (EVAL) for the evaluation question sets (sets 5-7), and an average rating (OVERALL) for all question sets. In addition, all of the notes from all of the dialogues were computerized and organized so that content analyses of them could be conducted.

Goal and Activity Sets

Using the Kentucky Career Ladder Professional Development Goal and Activities lists (refer to Appendix III.F), each participating teacher and his/her principal established goal and activity sets for Professional Growth and Development and Professional Leadership/Initiative. Initially, the activities were to be conducted over a two-year time period and completed by the end of the two-year period. When the Pilot Project was reduced to one year, two-year goal sets were still developed and the year's progress on the completion of those goal sets contracted for completion in the first year were assessed at the close of the school year. The goal set descriptions of the specific nature of the proposed activities and of how the successful completion of the activity would be determined were entered into the computer and organized so that content analyses of them could be conducted.

At the end of the school year, each teacher assembled documentation relative to the goals and activities being conducting. The documentation was collected in a central location within each participating school district and reviewed by each member of the teacher's team of observers to assess the adequacy of that teacher's progress toward the completion of the goal and activity sets. Then, after the close of school, the administrators and state observers met in the school district to review each teacher's goal set and to assess the progress the teacher had made toward the completion of the goal set. (Refer to Appendix VII.A for the goal-set review schedule.) Using the **Kentucky Career Ladder Goal-Set Review Process** (refer to Appendix VII.B), each team produced a consensus judgment regarding the teacher's progress. If the teacher had two teams of observers, the two teams worked independently in assessing the teacher's goal-set progress. The assessment included: (a) a determination of the number of goal-set points in each area for which the teacher contracted to complete in the first year, (b) the percentage of goal-set points in each area completed that were contracted for completion in the first year, and (c) a determination of the adequacy of progress on both goal sets.

Advancement Recommendations

After each team completed the end-of-the year goal and activity set review, each administrator and state observer individually and privately completed a Kentucky Career Ladder Advancement Recommendation Form for that teacher. An example of the form is contained in Table VII.2. On the form each administrator and state observer was asked to provide two general assessments of the teacher's teaching ability, a recommendation as to whether the teacher should be advanced on the Career Ladder, a listing of the factors that influenced the observer's assessment and recommendation, and any additional comments the administrator or state observer might wish to make. Each administrator and state observer completed the assessments and recommendations individually in order to assure confidentiality.

Focus Group Interviews

A focus group interview process was used to collect evaluation data from teachers, administrators, state observers, and site coordinators at the close of the Pilot Project. Briefly, the focus group interview process is a group interview data collection technique originally designed for use in collecting marketing information from consumers. Traditionally, groups of 8-12 individuals are interviewed by an interviewer for approximately 1-1/2 hours with respect to their perceptions of and feelings about particular products and services. The interviewer, in conjunction with one or more backup persons who usually observe the interview from behind a one-way mirror, then collaborate to review the group's responses to the questions and summarize the general ideas the group expressed. The process is repeated with additional groups of 8-12 individuals until a consistent pattern of responses is

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Table VII.2

Kentucky Career Ladder
Pilot Program

Advancement Recommendation

As an observer in the Kentucky Career Ladder Program, you have had an opportunity to observe ________________________ on at least three occasions. In addition, you have interviewed this teacher regarding his/her instructional planning and evaluation processes and reviewed this teacher's professional growth/development and professional leadership/initiative goal sets. In completing these activities and based on other information that may not be reflected in the data we have collected, you have undoubtedly formed general opinions regarding the overall competence of this teacher. We would like to request that you express your professional opinion regarding the overall competence of this teacher by completing the questions on the back of this page. When you have completed the questionnaire, please sign and date it, place it in the envelope provided, seal the envelope, and return the sealed envelope to your site coordinator.

(After you have responded to the questions on the back side of this page, you may use the space below to make any comments you wish to make.)

Table VII.2 Continued

Instructions:

For each of the following items, check ( ) the one response that best reflects your professional opinion regarding the overall teaching competence on ________________. To formulate your opinion, consider primarily your classroom observations but also your dialogue, goal-set reviews, and the other information available to you. In the space provided at the bottom of this page, please identify those factors that were most outstanding in influencing your choice.

---

1. In my professional opinion, overall this teacher has demonstrated that he/she is:

____ excellent and highly effective.
____ better than most.
____ competent and proficient.
____ less than competent and proficient.

2. Compared to my ideal of a good teacher, I would rate this teacher in the (place a check in the appropriate space):

Top 5%_Top 10%_Top 20%_Top 30%_Top 40% _Top 50%_Bottom 50%_

3. If I was making a recommendation as to whether this teacher should be advanced on a career ladder, my recommendation would be:

____ to advance this teacher to the next step on the ladder
____ for this teacher to remain at his or her current step on the ladder

4. Please list no more than five factors, in order of importance, that most influenced your answers to questions 1-3 above:

a. (most important)________________________
b. (2nd most important)________________________
c. (3rd most important)________________________
d. (4th most important)________________________
e. (5th most important)________________________

Signature ____________________ Date ______________

Please write any comments you might have at the bottom on the reverse side of this page.) (over) received from the groups. The resulting data, while not numerical, provide general insights into how individuals view products and services and suggest possible interpretations for other data.

To provide evaluation data regarding the operations and outcomes of the Pilot Project, focus group interviews were conducted simultaneously with the goal-set reviews conducted in each school district during the ten-day extended period after the close of school (refer to the goal-set review and focus group interview schedule presented in Appendix VII.A). Due to the time constraints associated with the close of the Pilot Project, the traditional focus group interview process had to be modified in two ways. First, multiple interviewers and backup persons were employed. It was impossible for one interview team to meet with all the groups that had to be interviewed within the available time frame. Second, the interview data were summarized by each interview team after each group interview, but the group summaries were not aggregated and compared until all interviews had been conducted.

The questions posed to the various constituent groups were parallel. The teachers and administrators were questioned regarding their opinions and perceptions of various aspects of the Pilot Project (refer to Appendix VII.C and Appendix VII.D for a listing of the questions asked the teachers and the administrators, respectively). At a time after the state observers had completed all of their goal-set reviews, they were invited to focus group interview sessions to share their experiences and perceptions (refer to Appendix VII.E for a listing of the questions asked the state observers). Likewise, the Site Coordinators participated in a focus group interview to collect information regarding their perspective of the Pilot Project (refer to Appendix VII.F for a listing of the questions asked). After all groups had been interviewed, the interviewers and the backup persons reviewed their summary comments and participated in a summary focus group interview (refer to Appendix VII.G for the questions they were asked) to obtain an overall impression of the various constituencies' perceptions of the Pilot Project.

Ten Days' Extended Employment

As discussed in Chapter VI, each superintendent or his designee devised a plan for the utilization of the teachers participating in the Kentucky Career Ladder Pilot Project in his school district for ten working days after the close of the normal school year. The plan was to specify the nature of the work to be conducted, timelines for its completion within the ten-day period, specification of the documentation signifying completion of the work, and designation of who was responsible for conducting and monitoring the work. A report of the activities conducted during the ten days was submitted by each school district to the Executive Director of the Kentucky Career Ladder Commission for his review and evaluation (refer to Chapter VI for additional information).

Chapter VIII

The Purpose and Ten Assertions

Pilot Project Summary

The purposes of the Career Ladder Pilot Project were to test the feasibility of operating the proposed statewide system to recognize and reward high quality teachers and to provide reliable Kentucky-based information for making sound decisions concerning the future operation of teacher career incentive programs. This chapter will present the evidence that shows the degree to which the purposes of the Pilot Project were achieved by responding directly to each of the ten assertions stated in the Report of the Kentucky Career Ladder Committee (see Appendix II.A).

Limitations of the Pilot Project

Before each of the assertions is addressed, it is important to remember the limitations of the Pilot Project with respect to three factors. First, the sample size, as dictated by House Bill 6, was relatively small. Management concerns, or the lack thereof, can only be inferred from the results of the Pilot Project. Therefore, responses to questions of manageability of a statewide program were based on the best evidence available. Projections about what would happen in a full blown statewide evaluation effort are somewhat speculative.

Second, in the Pilot Project there were no consequences for the participants resulting from the evaluation processes and all participating teachers received compensation for their participation. Both logic and experience in states with operating career ladder programs suggest that the reality of teachers receiving or not receiving merit pay results in pressures and anxieties not experienced in the Pilot Project. The requirement of complete confidentiality of evaluation results stipulated in House Bill 6 eliminated a dimension of reality (i.e., feedback on performance) present in operating career ladder programs.

Third, the Pilot Project operated for a period of less than one calendar year. The evaluation process specified by the "Blue Book" for steps 3 and 4 is a two-year cycle. The one-year Pilot Project did not allow full testing of the two-year goal-setting/goal-attainment process or other elements of the system where time and sequencing of evaluation events were involved.

The Evaluation Instruments

In keeping with the specifications of the "Blue Book," three teacher evaluation instruments were developed to address three of the four required evaluation factors: (a) instructional performance, (b) professional growth and development goal setting/attainment, and (c) professional leadership and/or initiative goal setting/attainment.

The instruments were designed to sample teacher behaviors that the research literature and professional judgment both indicate are related to positive student outcomes. However, the instruments do not sample all teacher behaviors judged by all people to be important. Also, it was determined that the process for using student achievement as a measure of a teacher's performance could not be developed as part of the Pilot Project. Hence, a special project was conducted to address the student achievement factor and is described in Chapter IX.

A Classroom Observation Instrument and a Dialogue Instrument to measure instructional performance and a Professional Growth and Development and a Professional Leadership/Initiative Goal-Setting Instrument were developed and used with 337 elementary and secondary teachers in 47 schools across Kentucky. Seventy-seven administrators and 75 state observers were trained and certified to use the three instruments and to collect data for the Pilot Project. As a result, a large number of observations (n=4342) and dialogues (n=1457) were conducted; and goal sets (n=337) were developed and assessed. At the end of the project, administrators and state observers made professional judgments about the effectiveness of the teachers they had observed. In addition, focus group interviews were conducted with participating teachers, principals, and state observers regarding their perceptions of the evaluation instruments and processes. Descriptions of the various instruments and processes are contained in Chapter VII.

The Pilot Project Data

Through the above activities more than a million pieces of data were collected and readied for analysis. The results of these analyses were used to address the ten assertions listed in the "Blue Book." To help the reader understand, in general, what the data indicate, a broad overview of the results of the Pilot Project will be given before responding to each of the ten assertions.

It should be noted that the data from the Pilot Project provided research information about components of an evaluation system and do not provide information about the feasibility of a total career ladder program. The Pilot Project data suggest that it may be possible to develop a legally and professionally defensible evaluation program that can identify highly effective teachers; however, this does **not** mean that a Kentucky teacher evaluation system has been developed, tested, and is ready for use. Rather, the data suggest that, with one to two years of additional development and testing, a defensible teacher evaluation system could become a reality. In the Pilot Project it was possible to train administrators and state observers to use the instruments, collect reliable data, and make consistent ratings of the same teacher (with the exception of the content section of the Classroom Observation Instrument). The data indicate that elements of both the Classroom Observation Instrument and the Dialogue Instrument can accurately identify teacher behaviors that the research literature and Kentucky teachers agree are highly effective. The data also indicate that some elements of the Classroom Observation and Dialogue instruments need revision and further testing. Since the content description portion of the Classroom Observation Instrument (page 2 of the instrument) appeared to be difficult for administrators and state observers to code accurately, the data from that portion of the instrument are of questionable reliability and validity. Therefore, as instructed by the "Blue Book" (page 9), these data were excluded from the analyses. In addition, data from teachers, administrators, students, and parents imply that other elements (e.g., communication with parents and cooperation with peers) may need to be added to the instruments to obtain a more complete assessment of a teacher's performance. For example, teacher behaviors related to affective outcomes may be one of the most important of the teachers' behaviors, as indicated by the statewide teacher survey and data from the special student achievement project (refer to Chapter IX). These qualities are not currently assessed with the present instruments and processes. The data from the goal-setting instruments were useful and promising; however, the data were inadequate for testing the originally prescribed two-year goal-setting process. A two-year process requires a two-year test.

Overall, while more development and testing are needed to ready the evaluation system for wide usage, the data indicate that all three instruments tested show promise in serving the purpose for which they were designed.

Data Summary

In order to accomplish the purposes of the Pilot Project, a variety of information regarding the nature and effectiveness of the proposed teacher evaluation system was collected and analyzed. First, these data will be briefly summarized. Second, the data will be discussed in relation to each of the ten assertions tested by the Pilot Project as set forth in the "Blue Book."

Classroom Observation Instrument

As was described in Chapter VII, the Classroom Observation Instrument provides a variety of information regarding the management of student conduct, instructional organization and lesson development, presentation of subject matter, and verbal and nonverbal communication. While the content portion of the Classroom Observation Instrument did not seem to provide valid and reliable data, the remaining portions produced 14 scores that appear to be reflective of effective teaching behaviors. These 14 scores, as detailed in Chapter VII, include:

1. Questioning (Q) where the scores range from -1.00 to +1.00 with +1.00 being the most desired score (Editorial Note: All other scores derived from the Classroom Observation Instrument range from 0.00 to +1.00.).

2. Responses (R) where the scores range from 0.00 to +1.00 with +1.00 being the best score.

3. Praise (P) where the scores range from 0.00 to + 1.00 with + 1.00 being the best score.

4. Communications (C) where the scores range from 0.00 to + 1.00 with + 1.00 being the best score.

5. Management (M) where the scores range from 0.00 to + 1.00 with + 1.00 being the best score.

6. Time Management (T) where the scores range from 0.00 to + 1.00 with + 1.00 being the best score.

7. Seatwork (S) where the scores range from 0.00 to + 1.00 with + 1.00 being the best score.

8. Begins Promptly (BP) where the scores range from 0.00 to + 1.00 with + 1.00 being the best score.

9. Academic Focus (AF) where the scores range from 0.00 to + 1.00 with + 1.00 being the best score.

10. Presents New Content (PNC) where the scores range from 0.00 to + 1.00 with + 1.00 being the best score.

11. Effective Questioning Techniques (EQT) where the scores range from 0.00 to + 1.00 with + 1.00 being the best score.

12. Provided Clear Directions (PCD) where the scores range from 0.00 to + 1.00 with + 1.00 being the best score.

13. Was Involved (WI) where the scores range from 0.00 to + 1.00 with + 1.00 being the best score.

14. Was Enthusiastic (WE) where the scores range from 0.00 to + 1.00 with + 1.00 being the best score.

A statistical analysis of the Classroom Observation Instrument scores indicated the Call-outs (CO) score was not interpretable. Therefore, in analyses reported later in this chapter, the Call-outs (CO) score was not included.

A profile of the averages and standard deviations on each of the Classroom Observation Instrument Scores for the participating teachers is shown in Figure VIII.1.

Dialogue Instrument

Each participating teacher was dialogued by each administrator and state observer who observed them. Some teachers experienced three dialogues, while others had six. The purpose of the dialogue was to obtain information about how the participating teachers planned and evaluated student achievement. Upon completion of the dialogue, the administrators and state observers used the notes taken during the dialogues to rate the teachers on 15 rating statements with respect to their knowledge and practice regarding planning and evaluation.

The Dialogue Instrument produces an average score for each of the seven question sets (set 1 through set 7), an average score (PLAN) for the four planning question sets (sets 1 to 4), an average score (EVAL) for the evaluation question sets (sets 5 to 7), and an overall average (OVERALL).

A profile of the averages and variances obtained from the participating teachers is presented in Figure VIII.2.

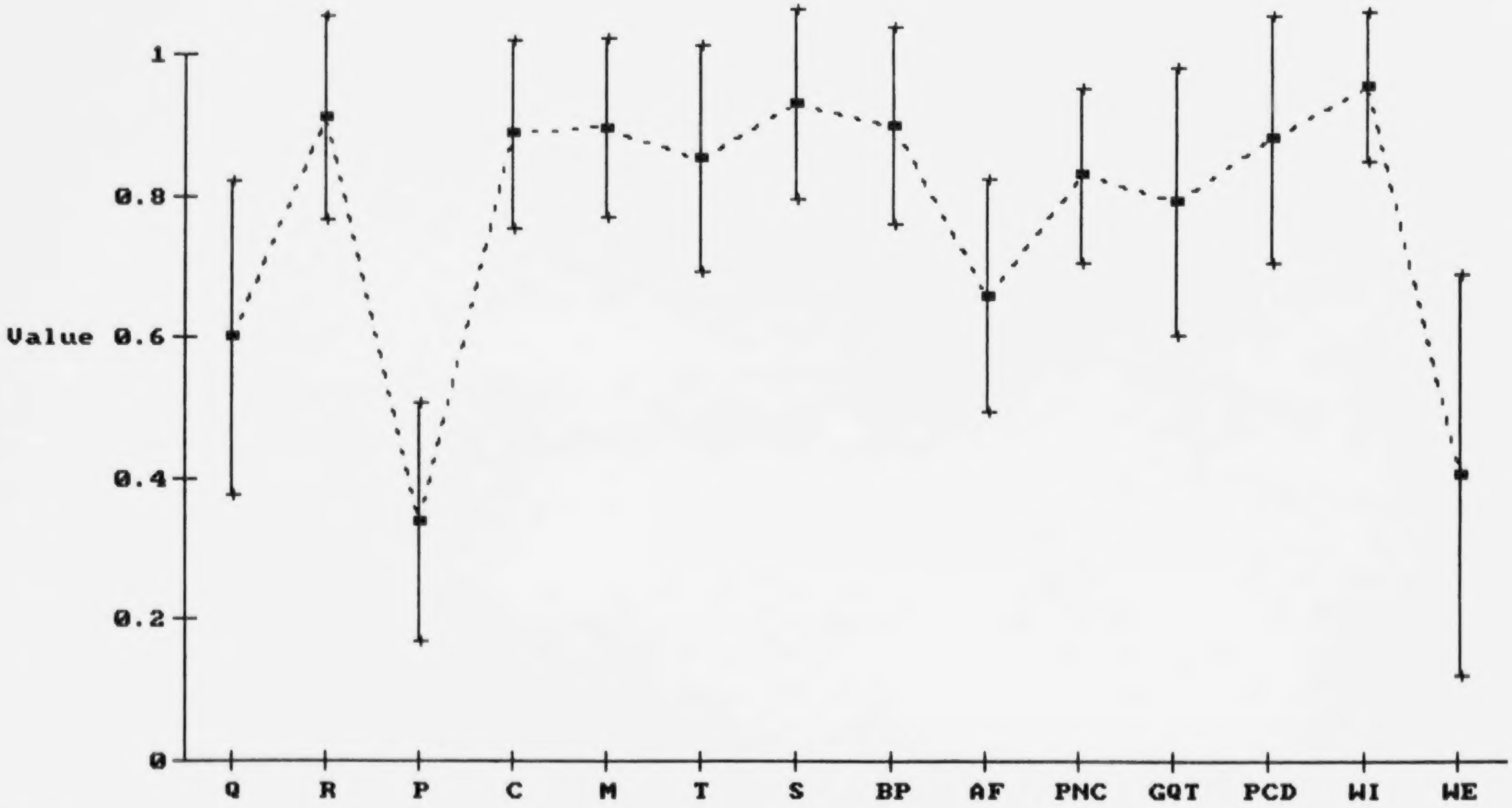

Figure VIII.1

A profile of the averages and standard deviations for each of the Classroom Observation Instrument scores for teachers participating in the Pilot Project.

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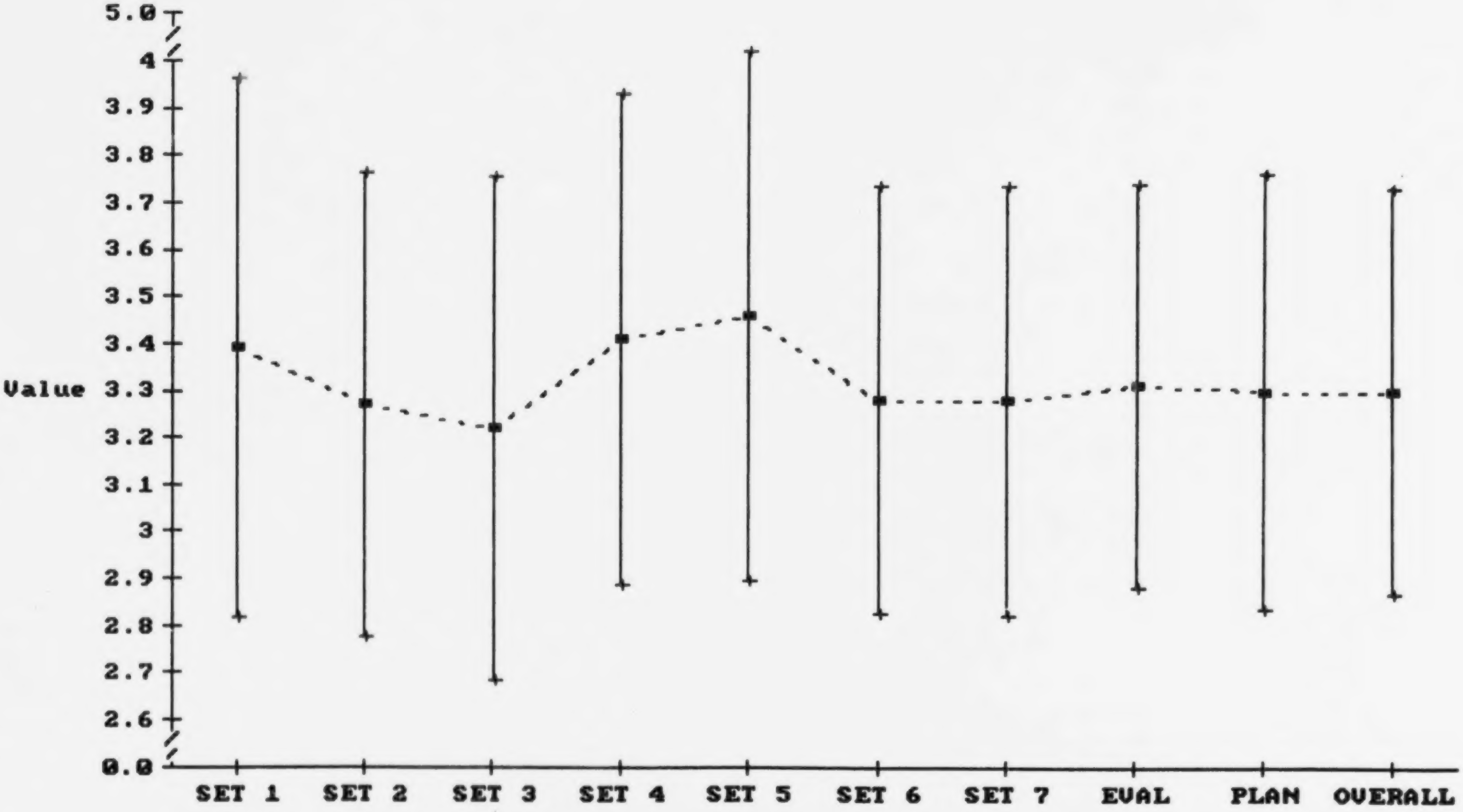

Figure VIII.2

A profile of the averages and standard deviations for question Sets 1 through 7, the EVAL and PLAN subscales and the OVERALL scale on the Dialogue Instrument for teacher participants in the Pilot Project.

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A statistical analysis of the instrument reveals that the dialogue assesses the general ability and knowledge of the teacher to plan and organize for instruction and evaluation activities. Therefore, in almost all analyses reported elsewhere in this chapter, only the OVERALL score from the Dialogue Instrument (i.e., the average of all 15 items) is used.

Goal Set Data

Teachers, with the assistance of their principals, established a set of goals and activities in the areas of Professional Growth and Development and Professional Leadership/Initiative. The frequency of choice for each goal and activity is summarized in Appendix VIII.A. In each case, the teachers were to establish a two-year goal set and to identify that portion of the set to be completed within the first year. At the end of the school year, the goal sets were reviewed by each teacher's evaluation team to determine whether each teacher had made adequate progress toward the completion of the goal sets.

At the end of the school year, 86.9% of the participating teachers were judged to have made adequate progress on the first year of their two-year goal sets. Almost all elementary (i.e., K-4) and special education teachers (about 94% and 92%, respectively) were judged to have made adequate progress while a majority of middle grade (i.e., 5-8) and high school (i.e., 9-12) teachers (about 87% and 76%, respectively) were judged to have made adequate progress.

As shown in Table VIII.1, many teachers opted to contract to complete more goals and/or activities than were necessary (i.e., 10 points were required for each goal set). For instance, 101 of the 337 participating teachers chose to contract for more than 10 points for the Professional Growth and Development goal set while 171 of the 337 participating teachers contracted for more than 10 points for the Professional Leadership/Initiative goal set. Due to communication and/or administrative errors, one participating teacher contracted for fewer than 10 points for Professional Growth and Development while two teachers contracted for fewer than 10 points for Professional Leadership/Initiative.

Of those participating teachers who were judged by the evaluation teams at the end of the school year as not making adequate progress toward completion of their goal sets, 18 were judged as not making adequate progress on the Professional Growth and Development goal set, 13 were judged as not making adequate progress on the Professional Leadership/Initiative goal set, and 13 were judged as not making adequate progress on both goal sets. The goal points for which these individuals had contracted in the Professional Growth and Development area were significantly fewer on the average than for those individuals who were judged to be making adequate progress (10.23 versus 10.61, $t = 2.46, p < .01$). In the Professional Leadership/Initiative area, those teachers who were judged as not making adequate progress had contracted, on the average, for fewer points than those teachers who were judged to be making adequate progress; however, the difference was not significant (10.66 versus 10.74, $t = .49, p > .01$). Contracting for too many points in either area does not appear to have been a

Table VIII.1

The Number of Professional Growth and Development and Professional Leadership/Initiative Goal-Set Points for which Teachers Participating in the Pilot Project Contracted

Growth and Development		Leadership/Initiative	
Points	Number	Points	Number
18	0	18	1
17	0	17	1
16	1	16	1
15	0	15	0
14	1	14	1
13	8	13	6
12	66	12	44
11	25	11	117
10	235	10	164
9	0	9	1
8	1	8	1

factor contributing to the lack of goal attainment for these individuals.

Advancement Recommendations

At the end of the school year and after each teacher's evaluation team had reviewed the goal-set materials, each member of the team privately made a recommendation as to whether the teacher should or should not be advanced on the career ladder. To make this recommendation, the administrators and state observers were to use their general impression they had formed of the teacher through their classroom observations, dialogues, and goal-set reviews. Since these recommendations were made privately, without discussion by the team members, it was possible for the team members to disagree with one another with respect to their recommendations. In about 75% of the cases the team members totally agreed with respect to their recommendations for (n=216) or against (n=32) advancement. There were differences of opinion in the (n=51) and against (n=25) recommendations for about 17% of the teachers. These data are summarized in Table VIII.2. In 13 instances, only two members of the evaluation team submitted an advancement recommendation and the two disagreed with each other.

Table VIII.2

A Summary of the Percentage of Agreement Among Evaluation Team Members with Respect to Advancement Recommendations

Decision	N	%
Recommended for Advancement		
100% agreement	216	64.1%
2 of 3 agreed	51	15.1%
Advanced	267	79.2%
Not Recommended for Advancement		
100% agreement	32	9.5%
2 of 3 agreed	25	7.4%
Not Advanced	57	16.9%
No Decision	13	3.9%
Total	337	100.0 %

In addition to the advancement recommendation, each member of a teacher's evaluation team rendered privately two general assessments of the teacher's abilities. First, with respect to the teacher's overall effectiveness and, second, with respect to what the administrator or the state observer perceived as being the ideal teacher. The overall effectiveness and ideal teacher ratings were found to be highly related (r=.92) which means that, if a teacher were rated high on overall effectiveness, that teacher also would be rated high as an ideal teacher. Both the overall effectiveness scale and the ideal teacher scale were found to be correlated with the team's advancement recommendations (r=.75 and r=.77, respectively). These correlations coupled with focus group interview data suggest that factors, in addition to those considered in completing the two rating statements, were taken into account when completing a teacher's advancement recommendation.

Focus Group Interviews

In Chapter VII the focus group interview process was described as a group interview technique used to collect information regarding the general impressions the participating teachers, the administrators, and state observers had of the Pilot Project. These data were collected at the time (or shortly after) the goal-set reviews were conducted in each participating school district. While it is difficult to summarize these interviews, a sampling of some of the general impressions derived from them included:

1. Teachers generally felt that the Pilot Project had been a professionally rewarding experience even though the amount of additional work involved was more than they expected.

2. Many teachers did not like and/or understand the lack of feedback they received.

3. The administrators did not like being out of the building to receive training as much as they were out during the year, and they did not like the fact that they could not give feedback to their teachers following the observations and dialogues.

4. Both the administrators and the state observers said there were important behaviors not included on the Classroom Observation Instrument and that many of these behaviors could be subsumed under the heading of affective student/teacher interaction.

5. Overall, teachers felt that the presence of a state observer or an administrator, after the first observation, had little effect on them or their students.

6. The teachers generally felt that the administrators and, especially, state observers needed more information about the lesson they were observing in order to put the lesson in proper perspective and to be better able to understand what they were about to see.

7. Many teachers did not understand how the lists of goals and activities had been initially generated and how the weights were attached to them.

8. State observers reported relatively little trouble conducting the goal-set reviews other than encountering missing materials and/or inadequately documented goals and activities. Administrators did not report any problems other than not having enough time to review the materials.

9. Participating teachers reported that the state observers and administrators generally followed the correct observation and dialogue procedures as they, the teachers, understood them.

10. Teachers and administrators expressed a need to define student achievement more broadly than what is measured by standardized test scores.

A complete copy of the summary data for the focus group interviews is contained in Appendix VIII.B.

The Ten Assertions

Assertion 1 -- That given a pool of teachers, the evaluation system can identify those who are of high quality

Assertion 2 -- That the evaluation system can produce a reasonable range of ranking of teachers from lowest to highest

The evaluation system can identify those who are of high quality and can produce a reasonable range of ranking of teachers from lowest to highest. The rationale for this answer as well as the acknowledged limitations associated with it follows.

The "Blue Book" set forth that, in order for a teacher to advance on a career ladder, a teacher had to demonstrate acceptable levels of performance with respect to goal-setting/goal-attainment for both goal sets and with respect to instructional performance in the areas of planning, management of student conduct, instructional organization and lesson development, presentation of subject matter, verbal and nonverbal communication, and evaluation of student achievement. The goal-setting process, as modified to the one-year Pilot Project, was designed to assess adequate progress toward the attainment of the goal sets. The Classroom Observation Instrument and the Dialogue Instrument were designed to assess the various aspects of instructional performance. Given these sources of information, there are three primary ways in which to combine this information to address Assertions 1 and 2: (a) a filter method, (b) a composite score method, or (c) a combination of the two.

Filter Method

A filter method of identifying high quality teachers and of determining their relative ranking is based on the assumption that all factors are adequately and reliably assessed by the Classroom Observation Instrument, the Dialogue Instrument, and the Professional Growth and Development and Professional Leadership/Initiative goal sets. In addition, it is based on the assumption that they are all equally important in evaluating the total performance of a teacher. The essence of the filter method is that a teacher should demonstrate some minimal level of proficiency in each area to be ranked high and to be judged of high quality. That is, as with an airplane pilot where it is important for him/her to demonstrate knowledge and proficiency with respect to take-offs and landings, it is important for a teacher to question effectively as well as to plan for student evaluation, manage time efficiently, and so on. In using a filter method, if a teacher fails to meet just one standard required to attain any one particular rank, the teacher is not eligible to receive that rank. Said in another way, if a teacher fails to meet any one of the criteria necessary to attain a rank, it is the same as meeting none of the criteria for that rank.

The Filters Used

The filters to be used for the determination of rank in the Pilot Project are the 14 scores derived from the Classroom Observation Instrument and the overall score from the Dialogue Instrument. Since the Pilot Project was reduced to one year, using as a filter the team assessments of adequate progress on both goal sets is somewhat controversial. Therefore, progress on the goal sets was used as a filter in one instance and not in another to examine the effects of including the goal-set progress data on the filtering process.

The Minimum Standards Used

Setting the minimum standards to be used for any particular filter is an arbitrary decision based both on available research and professional judgment. On the one hand, the minimum standards can be made so rigorous that no one can meet all of them. On the other hand, the minimum standards can be made so lenient that everyone meets them and there is no discrimination among the individuals being evaluated. One procedure for setting minimum standards for the various filters or scores for the purpose of determining rank is to use, as the minimum standard for each filter, the mean value and the standard deviation from the mean for each score. The standards could be established at the mean for each score, two standard deviations below the mean for each score, or whatever. Again, it must be pointed out that whatever the standard, if a teacher does not meet the standard for any one particular score, it is the same as meeting none of the standards for all of the scores.

Results of Using the Filter Method

The level at which the standards are set for the filters is an arbitrary decision. If, for example, one wanted to include the goal-set progress data and reward only a few of the very best teachers, one could set the filter standards very high and only those teachers who pass all of the high standard filters would be advanced (see Table VIII.3). If, on the other hand, one wanted to reward most teachers, one could set the filter standards low; and those teachers who pass all of the low standard filters would be advanced (see Table VIII.3). If the goal-set progress data are not included as filters, the number passing each filter at various standard levels increases slightly (see Table VIII.4).

The evaluation system via the filter method can be used to identify participating teachers performing at a high level. The decision as to where to establish the "cut" for determining advancement on the career ladder must be determined by the professional judgment/political process.

An alternative to the filter method of ranking is to use a composite score method of ranking.

Composite Score Method

The composite method of identifying highly effective teachers and of determining their relative ranking is based on the assumption that all factors are reliably assessed by the Classroom Observation Instrument, the Dialogue Instrument, and the Professional Growth and Development and Professional Leadership/Initiative goal sets and that all factors are **not** necessarily of equal importance in evaluating the total performance of a teacher. Rather, the assumption is that a teacher does **not** have to demonstrate some minimal level of proficiency in each area to be ranked high and to be judged of high quality. If, on the whole, the overall performance is high, the teacher will receive a high rank. An appropriate analogy would be golf. One does not have to be able to hit the longest drive in order to score well; one can compensate for a short drive with good putting and still score well. For a teacher, he/she may not employ the most effective questioning techniques but may manage time very efficiently, plan well for student evaluation, and so on.

In using a composite score model, there are no minimums that a teacher must attain on any one particular score in order to attain a particular rank. In general, the higher the composite score the better. However, it is not advisable to simply form a composite by adding together the raw scores--such a procedure does not take into account the relative standing of the teacher on any particular score. Said in another way, a high value

Table VIII.3

The Results of Using the Filter Method Employing 14 Scores from the Classroom Observation Instrument, the OVERALL Score from the Dialogue Instrument, and Adequate Progress on the Goal Sets as Filters.

Minimum Standards	Number Passed	Number Failed
Very Rigorous	12 (3.6%)	325 (96.4%)
Less Rigorous	105 (31.2%)	232 (68.8%)
Lenient	215 (63.8%)	122 (36.2%)
Very Lenient	265 (78.6%)	72 (21.4%)

Table VIII.4

The Results of Using the Filter Method Employing 14 Scores from the Classroom Observation Instrument and the OVERALL Score from the Dialogue Instrument as Filters.

Minimum Standards	Number Passed	Number Failed
Very Rigorous	12 (3.6%)	325 (96.4%)
Less Rigorous	112 (33.2%)	225 (66.8%)
Lenient	240 (71.2%)	97 (28.8%)
Very Lenient	298 (88.4%)	39 (11.6%)

for one score may be much more significant than a high value for another score. One of the ways to take this into account is to form a composite based on standard scores.

Forming a Standard Score Composite

A standard score composite is formed by first calculating the means and standard deviations for all of the scores to be used to form the composite. Then, for each teacher's raw score, the following computation is accomplished to form a standard score:

$$\text{Standard Score} = \frac{\text{Raw Score - Mean}}{\text{Standard Deviation}}$$

Once each standard score has been calculated, the standard scores are simply added to form the standard score composite. For example, the Q score for Teacher A is .8605 while the mean value is .5998 and the standard deviation is .2214. The standard score would be:

$$\text{Standard Score} = \frac{.8605 - .5998}{.2214} = 1.1775$$

After performing similar calculations for the remaining Classroom Observation scores and the OVERALL Dialogue score, the standard scores would be summed. Forming the composite in such a fashion takes into account each teacher's raw score in relation to how others performed on the same scale. In order to remove the negative sign, 50 was added to each standard score composite.

Again, since the Pilot Project was reduced to one year, the use of adequate progress on both goal sets as a filter is somewhat controversial. Therefore, the standard score composites were formed two ways: (a) with the goal-set progress included and (b) with the goal-set progress excluded. The strategy for including the goal-set progress is as follows.

If the teacher was judged as making adequate progress on both the Professional Growth and Development and Professional Leadership/Initiative goal sets, 2 was added to the standard score composite. If adequate progress is being made on only one of the goal sets, 1 was added. If adequate progress was not being made on either goal set, nothing was added.

The standard score composites with and without the goal-set progress data included are reported in Tables VIII.5 and 6, respectively. The standard score composites have been ranked from highest to lowest score in both situations. The correlation between the two rankings is very high ($r = .99$) indicating that excluding the goal-set process data produces virtually the same rankings as including it.

Interpretation of the Standard Score Composite

The point in the rankings of the standard score composites at which the decision is made to advance or not advance teachers on a career ladder is an arbitrary one. As with the raw score composites, the decision could be that the top 10%, the top 25%, the top 50%, or whatever is advanced. Regardless of the decision point, the teachers can be ranked on the basis of the standard score composite.

Comparison of the Filter Method with the Composite Score Method of Ranking

The primary sources of difference between the two methods are (a) whether teachers must meet some minimal level of proficiency for all evaluation scores and (b) how those individuals are treated who were judged as not making adequate progress on one or more of the goal sets. In the filter method lack of adequate progress on one or more of the goal sets resulted in the teacher being automatically assigned the lowest rank; it was a standard for a filter that they did not meet. In the composite method, lack of adequate progress on one or more of the goal sets resulted in points not being added to the composite.

The choice between the methods remains one of professional preference

Table VIII.5

The Ranked Standard Score Composites (n=337) with the Goal-Set Progress Data Included. (NOTE: 50 has been added to each standard score composite to remove the negative sign.)

Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite
1	208	68.25	56	63	60.55	111	163	56.88
2	43	66.11	57	147	60.41	112	243	56.88
3	133	66.11	58	161	60.33	113	265	56.78
4	94	65.84	59	165	60.31	114	289	56.76
5	53	65.18	60	274	60.23	115	106	56.66
6	20	65.09	61	40	60.22	116	74	56.64
7	65	64.95	62	99	60.07	117	158	56.61
8	340	64.48	63	291	59.96	118	14	56.57
9	75	64.35	64	314	59.95	119	278	56.53
10	234	63.94	65	220	59.87	120	286	56.48
11	32	63.84	66	247	59.87	121	240	56.43
12	117	63.84	67	324	59.83	122	313	56.37
13	45	63.63	68	83	59.79	123	184	56.37
14	221	63.58	69	259	59.73	124	2	56.28
15	207	63.47	70	182	59.64	125	23	56.28
16	79	63.37	71	167	59.62	126	107	56.11
17	152	63.29	72	273	59.54	127	219	55.92
18	283	62.99	73	213	59.54	128	155	55.83
19	183	62.86	74	231	59.54	129	322	55.80
20	49	62.86	75	180	59.52	130	51	55.77
21	239	62.78	76	66	59.50	131	315	55.76
22	236	62.78	77	70	59.47	132	246	55.75
23	333	62.74	78	327	59.43	133	337	55.72
24	275	62.67	79	37	59.30	134	132	55.54
25	255	62.65	80	318	59.21	135	226	55.47
26	84	62.44	81	96	59.02	136	126	55.47
27	244	62.42	82	296	59.02	137	30	55.40
28	82	62.39	83	261	58.95	138	62	55.37
29	238	62.35	84	267	58.94	139	15	55.36
30	254	62.30	85	105	58.92	140	224	55.33
31	34	62.25	86	209	58.89	141	249	55.25
32	3	62.18	87	103	58.74	142	288	55.23
33	4	62.18	88	109	58.66	143	156	55.04
34	237	62.07	89	93	58.61	144	206	54.96
35	18	62.06	90	195	58.59	145	145	54.91
36	230	62.03	91	212	58.53	146	320	54.91
37	245	62.01	92	98	58.50	147	124	54.89
38	284	61.99	93	108	58.50	148	308	54.89
39	197	61.90	94	328	58.45	149	294	54.64
40	153	61.89	95	200	58.45	150	175	54.61
41	303	61.87	96	268	58.20	151	173	54.54
42	189	61.75	97	149	58.18	152	129	54.52
43	266	61.62	98	323	58.08	153	104	54.52
44	144	61.55	99	86	57.86	154	5	54.51
45	48	61.44	100	310	57.76	155	166	54.38
46	68	61.44	101	194	57.73	156	169	54.35
47	115	61.35	102	204	57.68	157	36	54.24
48	69	61.31	103	218	57.59	158	203	54.23
49	290	61.20	104	248	57.54	159	298	54.22
50	263	61.18	105	311	57.49	160	185	54.22
51	87	61.11	106	136	57.39	161	174	54.18
52	71	61.04	107	78	57.36	162	251	54.16
53	135	60.83	108	29	57.35	163	222	54.12
54	121	60.69	109	59	57.24	164	39	54.10
55	332	60.67	110	232	56.94	165	56	54.03

Table VIII.5 (Continued)

Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite
166	11	53.81	226	111	49.66	286	101	42.53
167	196	53.64	227	102	49.63	287	331	42.50
168	170	53.62	228	188	49.54	288	339	42.30
169	277	53.62	229	262	49.52	289	41	42.23
170	292	53.60	230	264	49.40	290	151	41.98
171	334	53.55	231	130	49.11	291	95	41.96
172	60	53.53	232	89	49.05	292	44	41.91
173	272	53.46	233	143	49.03	293	100	41.83
174	16	53.44	234	164	48.87	294	55	41.57
175	172	53.41	235	223	48.73	295	12	41.26
176	52	53.39	236	64	48.65	296	199	40.64
177	338	53.29	237	128	48.64	297	119	40.50
178	73	53.24	238	257	48.52	298	228	40.38
179	76	53.17	239	252	48.32	299	146	40.32
180	58	53.14	240	168	48.30	300	72	40.10
181	46	53.12	241	150	47.82	301	138	40.10
182	181	53.12	242	235	47.79	302	88	39.97
183	253	53.10	243	201	47.69	303	31	39.91
184	300	53.07	244	400	47.67	304	38	39.17
185	112	52.92	245	305	47.58	305	178	38.38
186	61	52.91	246	24	47.50	306	299	38.33
187	250	52.90	247	271	47.45	307	140	37.56
188	19	52.75	248	198	47.39	308	326	37.51
189	256	52.70	249	214	47.21	309	27	37.50
190	241	52.66	250	335	47.20	310	28	37.48
191	330	52.61	251	120	47.15	311	258	37.42
192	227	52.42	252	92	47.05	312	90	36.53
193	295	52.34	253	141	46.99	313	309	36.30
194	6	52.31	254	54	46.93	314	317	35.12
195	186	52.21	255	22	46.66	315	176	34.65
196	7	52.15	256	191	46.58	316	336	34.27
197	142	52.10	257	301	46.36	317	269	34.14
198	57	51.98	258	229	46.22	318	242	33.59
199	47	51.75	259	160	46.22	319	116	32.95
200	77	51.56	260	211	46.17	320	306	32.75
201	17	51.53	261	293	46.15	321	216	32.69
202	1	51.45	262	13	46.03	322	321	32.13
203	26	51.22	263	127	45.96	323	131	31.78
204	159	51.20	264	297	45.90	324	225	31.15
205	122	51.16	265	21	45.77	325	280	30.74
206	114	51.13	266	154	45.47	326	125	30.70
207	33	51.13	267	205	45.46	327	307	30.00
208	276	51.11	268	282	45.38	328	202	28.85
209	97	50.74	269	190	45.24	329	329	28.68
210	162	50.72	270	110	45.23	330	35	28.40
211	137	50.65	271	91	45.18	331	312	27.93
212	187	50.62	272	157	44.97	332	281	27.58
213	118	50.60	273	302	44.61	333	319	27.44
214	85	50.49	274	279	44.36	334	325	27.43
215	179	50.41	275	81	44.27	335	210	26.79
216	67	50.40	276	192	44.13	336	139	24.64
217	42	50.38	277	177	43.76	337	304	5.80
218	113	50.31	278	123	43.62			
219	171	50.30	279	193	43.17			
220	316	50.08	280	80	43.14			
221	10	49.95	281	217	43.09			
222	50	49.85	282	233	43.00			
223	134	49.82	283	25	42.87			
224	148	49.75	284	285	42.73			
225	287	49.72	285	270	42.56			

Table VIII.6

The Ranked Standard Score Composite (n=337) with the Goal-Set Progress Data Excluded. (Note: 50 has been added to each standard score composite to remove the negative sign.)

Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite
1	208	66.25	56	121	58.69	111	232	54.94
2	43	64.11	57	63	58.55	112	163	54.88
3	133	64.11	58	147	58.41	113	243	54.88
4	94	63.84	59	161	58.33	114	265	54.78
5	53	63.18	60	165	58.31	115	51	54.77
6	20	63.09	61	274	58.23	116	289	54.76
7	65	62.95	62	40	58.22	117	106	54.66
8	340	62.48	63	99	58.07	118	74	54.64
9	75	62.35	64	291	57.96	119	158	54.61
10	234	61.94	65	220	57.87	120	14	54.57
11	32	61.84	66	247	57.87	121	278	54.53
12	117	61.84	67	324	57.83	122	286	54.48
13	45	61.63	68	83	57.79	123	226	54.47
14	221	61.58	69	259	57.73	124	240	54.43
15	207	61.47	70	182	57.64	125	166	54.38
16	79	61.37	71	167	57.62	126	313	54.37
17	152	61.29	72	273	57.54	127	184	54.37
18	18	61.06	73	213	57.54	128	2	54.28
19	283	60.99	74	231	57.54	129	23	54.28
20	183	60.86	75	180	57.52	130	107	54.11
21	49	60.86	76	66	57.50	131	219	53.92
22	239	60.78	77	70	57.47	132	320	53.91
23	236	60.78	78	327	57.43	133	155	53.83
24	333	60.74	79	37	57.30	134	322	53.80
25	275	60.67	80	318	57.21	135	315	53.76
26	255	60.65	81	96	57.02	136	246	53.75
27	144	60.55	82	296	57.02	137	337	53.72
28	84	60.44	83	261	56.95	138	132	53.54
29	244	60.42	84	267	56.94	139	126	53.47
30	82	60.39	85	105	56.92	140	30	53.40
31	238	60.35	86	209	56.89	141	62	53.37
32	254	60.30	87	103	56.74	142	15	53.36
33	34	60.25	88	109	56.66	143	224	53.33
34	3	60.18	89	93	56.61	144	288	53.23
35	4	60.18	90	195	56.59	145	156	53.04
36	237	60.07	91	212	56.53	146	206	52.96
37	230	60.03	92	98	56.50	147	145	52.91
38	245	60.01	93	108	56.50	148	124	52.89
39	284	59.99	94	328	56.45	149	308	52.89
40	197	59.90	95	200	56.45	150	294	52.64
41	153	59.89	96	268	56.20	151	175	52.61
42	303	59.87	97	149	56.18	152	173	52.54
43	189	59.75	98	323	56.08	153	129	52.52
44	332	59.67	99	86	55.86	154	104	52.52
45	266	59.62	100	310	55.76	155	5	52.51
46	48	59.44	101	194	55.73	156	169	52.35
47	68	59.44	102	204	55.68	157	169	52.35
48	115	59.35	103	218	55.59	158	36	52.24
49	69	59.31	104	248	55.54	159	203	52.23
50	290	59.20	105	311	55.49	160	298	52.22
51	263	59.18	106	136	55.39	161	185	52.22
52	87	59.11	107	78	55.36	162	174	52.18
53	71	59.04	108	29	55.35	163	251	52.16
54	314	58.95	109	249	55.25	164	222	52.12
55	135	58.83	110	59	55.24	165	39	52.10

Table VIII.6 (Continued)

Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite
166	56	52.03	226	111	47.66	286	285	40.73
167	11	51.81	227	128	47.64	287	270	40.56
168	47	51.75	228	102	47.63	288	331	40.50
169	196	51.64	229	188	47.54	289	339	40.30
170	170	51.62	230	257	47.52	290	41	40.23
171	277	51.62	231	262	47.52	291	151	39.98
172	292	51.60	232	264	47.40	292	44	39.91
173	334	51.55	233	130	47.11	293	100	39.83
174	60	51.53	234	89	47.05	294	55	39.57
175	272	51.46	235	143	47.03	295	12	39.26
176	16	51.44	236	164	46.87	296	31	38.91
177	172	51.41	237	150	46.82	297	199	38.64
178	52	51.39	238	223	46.73	298	119	38.50
179	73	51.24	239	201	46.69	299	228	38.38
180	76	51.17	240	64	46.65	300	146	38.32
181	122	51.16	241	252	46.32	301	72	38.10
182	58	51.14	242	168	46.30	302	138	38.10
183	46	51.12	243	54	45.93	303	88	37.97
184	181	51.12	244	235	45.79	304	140	37.56
185	253	51.10	245	400	45.67	305	299	37.33
186	142	51.10	246	305	45.58	306	38	37.17
187	300	51.07	247	24	45.50	307	178	36.38
188	112	50.92	248	271	45.45	308	90	35.53
189	61	50.91	249	198	45.39	309	326	35.51
190	250	50.90	250	214	45.21	310	27	35.50
191	19	50.75	251	335	45.20	311	28	35.48
192	256	50.70	252	91	45.18	312	258	35.42
193	241	50.66	253	211	45.17	313	317	35.12
194	330	50.61	254	120	45.15	314	176	34.65
195	77	50.56	255	92	45.05	315	309	34.30
196	227	50.42	256	141	44.99	316	269	33.14
197	295	50.34	257	21	44.77	317	116	32.95
198	113	50.31	258	22	44.66	318	306	32.75
199	6	50.31	259	191	44.58	319	336	32.27
200	186	50.21	260	301	44.36	320	242	31.59
201	7	50.15	261	81	44.27	321	216	30.69
202	33	50.13	262	229	44.22	322	321	30.13
203	57	49.98	263	160	44.22	323	131	29.78
204	17	49.53	264	293	44.15	324	225	29.15
205	1	49.45	265	13	44.03	325	280	28.74
206	171	49.30	266	127	43.96	326	125	28.70
207	26	49.22	267	297	43.90	327	307	28.00
208	159	49.20	268	154	43.47	328	329	27.68
209	114	49.13	269	205	43.46	329	202	26.85
210	276	49.11	270	282	43.38	330	35	26.40
211	97	48.74	271	190	43.24	331	312	25.93
212	162	48.72	272	110	43.23	332	210	25.79
213	137	48.65	273	157	42.97	333	281	25.58
214	187	48.62	274	177	42.76	334	319	25.44
215	118	48.60	275	123	42.62	335	325	25.43
216	85	48.49	276	302	42.61	336	139	23.64
217	179	48.41	277	101	42.53	337	304	4.80
218	67	48.40	278	279	42.36			
219	42	48.38	279	192	42.13			
220	316	48.08	280	233	42.00			
221	10	47.95	281	193	41.17			
222	50	47.85	282	80	41.14			
223	134	47.82	283	217	41.09			
224	148	47.75	284	95	40.96			
225	287	47.72	285	25	40.87			

based on the rationale associated with the two methods. In fact, both methods could be combined, if one chose to do so, by first using the filter method to establish some minimum standard value for each score and then ranking the teachers who pass these filters using a standard score composite method.

Combination of the Filter Method with the Composite Score Method

Another option available to produce rankings of teachers is to combine the filter method and the composite score method. To do so, first a set of filters and standards for those filters would be established. Thus, the 14 Classroom Observation Instrument scores and the Dialogue Instrument OVERALL score could be used as filters. Again, the goal-set progress data could or could not be used as filters. Second, the minimum standards for these filters would have to be established. For purposes of demonstration, the minimum standard could be set at two standard deviations below the mean for the observation and dialogue scores and determined by whether adequate progress was being made on the goal sets. Third, those teachers who pass through the selected filters would be ranked from high to low based on their standard score composite. The results of such a procedure are reported in Table VIII.7. The results when goal set progress is eliminated as a filter are reported in Table VIII.8

Assertion 3 -- That there will be a significant correlation between the committee evaluation and the independent evaluation

The data to address this assertion are provided by those 153 instances where two evaluation teams observed, dialogued, and assessed the same teacher and indicated that the two teams are within an acceptable range of consistency in their coding and assessment of the relevant teacher behaviors. One evaluation team was composed of an administrator/peer teacher/state observer, while the second evaluation team was composed of three state observers. The consistency of the teams' observations, dialogues, and assessments was examined by a) comparing the teams' mean differences for the Classroom Observation and Dialogue scores, b) calculating the correlations between the two teams' Classroom Observation and Dialogue scores, and c) determining the rate of agreement for the two teams' goal-set progress assessments and overall teacher impressions.

Mean Differences

One of the ways to assess the consistency of the two teams in their use of the Classroom Observation and Dialogue Instruments for a particular teacher is to compare the average values for each of the various scores for each team. For example, the team average Q scores for Teacher A were .8425 for the administrator/peer teacher/state observer team and .8281 for the team of three state observers, a difference of .0144. While the team differences were greater in some instances and smaller in others, the average mean difference on the Q score for all 153 two-team teachers was .0195--a difference that is not statistically significant (see Table VIII.9). The average mean differences for the remainder of

Table VIII.7

The Ranked Standard Score Composite (n = 215) for those Teachers Passing the Classroom Observation Instrument, Dialogue Instrument, and Goal-Set Progress Filters

Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite
1	208	66.25	56	291	57.96	111	278	54.53
2	43	64.11	57	220	57.87	112	286	54.48
3	133	64.11	58	247	57.87	113	240	54.43
4	94	63.84	59	324	57.83	114	313	54.37
5	53	63.18	60	83	57.79	115	184	54.37
6	20	63.09	61	259	57.73	116	2	54.28
7	65	62.95	62	182	57.64	117	23	54.28
8	340	62.48	63	167	57.62	118	107	54.11
9	75	62.35	64	273	57.54	119	219	53.92
10	234	61.94	65	213	57.54	120	322	53.80
11	32	61.84	66	231	57.54	121	315	53.76
12	117	61.84	67	180	57.52	122	246	53.75
13	45	61.63	68	66	57.50	123	337	53.72
14	221	61.58	69	70	57.47	124	132	53.54
15	207	61.47	70	327	57.43	125	126	53.47
16	79	61.37	71	37	57.30	126	30	53.40
17	152	61.29	72	318	57.21	127	62	53.37
18	183	60.86	73	96	57.02	128	15	53.36
19	239	60.78	74	296	57.02	129	224	53.33
20	333	60.74	75	261	56.95	130	156	53.04
21	275	60.67	76	267	56.94	131	206	52.96
22	255	60.65	77	105	56.92	132	145	52.91
23	84	60.44	78	209	56.89	133	124	52.89
24	244	60.42	79	103	56.74	134	308	52.89
25	82	60.39	80	109	56.66	135	294	52.64
26	238	60.35	81	93	56.61	136	175	52.61
27	254	60.30	82	195	56.59	137	173	52.54
28	34	60.25	83	212	56.53	138	129	52.52
29	3	60.18	84	98	56.50	139	104	52.52
30	4	60.18	85	108	56.50	140	203	52.23
31	237	60.07	86	328	56.45	141	298	52.22
32	230	60.03	87	200	56.45	142	174	52.18
33	245	60.01	88	268	56.20	143	251	52.16
34	284	59.99	89	149	56.18	144	39	52.10
35	197	59.90	90	323	56.08	145	56	52.03
36	153	59.89	91	86	55.86	146	11	51.81
37	303	59.87	92	310	55.76	147	170	51.62
38	189	59.75	93	194	55.73	148	277	51.62
39	266	59.62	94	204	55.68	149	292	51.60
40	68	59.44	95	218	55.59	150	334	51.55
41	115	59.35	96	248	55.54	151	60	51.53
42	69	59.31	97	311	55.49	152	272	51.46
43	290	59.20	98	136	55.39	153	16	51.44
44	263	59.18	99	78	55.36	154	73	51.24
45	87	59.11	100	29	55.35	155	76	51.17
46	71	59.04	101	59	55.24	156	58	51.14
47	135	58.83	102	232	54.94	157	46	51.12
48	121	58.69	103	163	54.88	158	181	51.12
49	63	58.55	104	243	54.88	159	253	51.10
50	147	58.41	105	265	54.78	160	300	51.07
51	161	58.33	106	289	54.76	161	112	50.92
52	165	58.31	107	106	54.66	162	61	50.91
53	274	58.23	108	74	54.64	163	250	50.90
54	40	58.22	109	158	54.61	164	19	50.75
55	99	58.07	110	14	54.57	165	256	50.70

Table VIII.7 (Continued)

Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite
167	330	50.61	184	85	48.49	200	335	45.20
168	227	50.42	185	179	48.41	201	92	45.05
169	295	50.34	186	67	48.40	202	141	44.99
170	6	50.31	187	316	48.08	203	293	44.15
171	186	50.21	188	10	47.95	204	297	43.90
172	7	50.15	189	50	47.85	205	154	43.47
173	57	49.98	190	148	47.75	206	205	43.46
174	17	49.53	191	188	47.54	207	282	43.38
175	1	49.45	192	262	47.52	208	110	43.23
176	159	49.20	193	264	47.40	209	157	42.97
177	114	49.13	194	130	47.11	210	302	42.61
178	276	49.11	195	89	47.05	211	279	42.36
179	97	48.74	196	143	47.03	212	80	41.14
180	162	48.72	197	164	46.87	213	25	40.87
181	137	48.65	198	64	46.65	214	339	40.30
182	187	48.62	199	235	45.79	215	41	40.23
183	118	48.60						

Table VIII.8

The Ranked Standard Score Composite (n=233) for those Teachers Passing the Classroom Observation Instrument and Dialogue Instrument Filters

Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite
1	208	66.25	26	84	60.44	51	314	58.95
2	43	64.11	27	244	60.42	52	135	58.83
3	133	64.11	28	82	60.39	53	121	58.69
4	94	63.84	29	238	60.35	54	63	58.55
5	53	63.18	30	254	60.30	55	147	58.41
6	20	63.09	31	34	60.25	56	161	58.33
7	65	62.95	32	3	60.18	57	165	58.31
8	340	62.48	33	4	60.18	58	274	58.23
9	75	62.35	34	237	60.07	59	40	58.22
10	234	61.94	35	230	60.03	60	99	58.07
11	32	61.84	36	245	60.01	61	291	57.96
12	117	61.84	37	284	59.99	62	220	57.87
13	45	61.63	38	197	59.90	63	247	57.87
14	221	61.58	39	153	59.89	64	324	57.83
15	207	61.47	40	303	59.87	65	83	57.79
16	79	61.37	41	189	59.75	66	259	57.73
17	152	61.29	42	332	59.67	67	182	57.64
18	18	61.06	43	266	59.62	68	167	57.62
19	183	60.86	44	68	59.44	69	273	57.54
20	239	60.78	45	115	59.35	70	213	57.54
21	236	60.78	46	69	59.31	71	231	57.54
22	333	60.74	47	290	59.20	72	180	57.52
23	275	60.67	48	263	59.18	73	66	57.50
24	255	60.65	49	87	59.11	74	70	57.47
25	144	60.55	50	71	59.04	75	327	57.43

Table VIII.8 (Continued)

Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite	Rank	TID	Standard Score Composite
76	37	57.30	129	320	53.91	182	227	50.42
77	318	57.21	130	322	53.80	183	295	50.34
78	96	57.02	131	315	53.76	184	113	50.31
79	296	57.02	132	246	53.75	185	6	50.31
80	261	56.95	133	337	53.72	186	186	50.21
81	267	56.94	134	132	53.54	187	7	50.15
82	105	56.92	135	126	53.47	188	57	49.98
83	209	56.89	136	30	53.40	189	17	49.53
84	103	56.74	137	62	53.37	190	1	49.45
85	109	56.66	138	15	53.36	191	171	49.30
86	93	56.61	139	224	53.33	192	159	49.20
87	195	56.59	140	156	53.04	193	114	49.13
88	212	56.53	141	206	52.96	194	276	49.11
89	98	56.50	142	145	52.91	195	97	48.74
90	108	56.50	143	124	52.89	196	162	48.72
91	328	56.45	144	308	52.89	197	137	48.65
92	200	56.45	145	294	52.64	198	187	48.62
93	268	56.20	146	175	52.61	199	118	48.60
94	149	56.18	147	173	52.54	200	85	48.49
95	323	56.08	148	129	52.52	201	179	48.41
96	86	55.86	149	104	52.52	202	67	48.40
97	310	55.76	150	338	52.29	203	316	48.08
98	194	55.73	151	203	52.23	204	10	47.95
99	204	55.68	152	298	52.22	205	50	47.85
100	218	55.59	153	174	52.18	206	148	47.75
101	248	55.54	154	251	52.16	207	188	47.54
102	311	55.49	155	39	52.10	208	262	47.52
103	136	55.39	156	56	52.03	209	264	47.40
104	78	55.36	157	11	51.81	210	130	47.11
105	29	55.35	158	170	51.62	211	89	47.05
106	249	55.25	159	277	51.62	212	143	47.03
107	59	55.24	160	292	51.60	213	164	46.87
108	232	54.94	161	334	51.55	214	150	46.82
109	163	54.88	162	60	51.53	215	201	46.69
110	243	54.88	163	272	51.46	216	64	46.65
111	265	54.78	164	16	51.44	217	235	45.79
112	51	54.77	165	73	51.24	218	335	45.20
113	289	54.76	166	76	51.17	219	92	45.05
114	106	54.66	167	122	51.16	220	141	44.99
115	74	54.64	168	58	51.14	221	293	44.15
116	158	54.61	169	46	51.14	222	297	43.90
117	14	54.57	170	181	51.12	223	154	43.47
118	278	54.53	171	253	51.10	224	205	43.46
119	286	54.48	172	142	51.10	225	282	43.38
120	226	54.47	173	300	51.07	226	110	43.23
121	240	54.43	174	112	50.92	227	157	42.97
122	166	54.38	175	61	50.90	228	302	42.61
123	313	54.37	176	250	50.90	229	101	42.53
124	184	54.37	177	19	50.75	230	279	42.36
125	2	54.28	178	256	50.70	231	80	41.14
126	23	54.28	179	241	50.66	232	25	40.87
127	107	54.111	180	330	50.61	233	339	40.30
128	219	53.92	181	77	50.56	234	41	40.23

Table VIII.9

The Mean Differences and Standard Errors of the Mean Based on the Administrator/Peer Teacher/State Observers Team Averages Versus the State Observer Team Averages for the Classroom Observation Scores and the Dialogue Instrument OVERALL Score

Instrument	Score	Mean	Standard Error
Classroom Observation	Questions (Q)	-.0198	.0196
	Responses (R)	.0151	.0117
	Praise (P)	-.0235.	.0143
	Communication (C)	.0158	.0139
	Management (M)	.0272	.0107
	Time Management (T)	.0113	.0143
	Seatwork (S)	.0232.	.0127
	Begins Promptly (BP)	-.0173	.0128
	Academic Focus (AF)	.0064	.0145
	Presents New Content (PNC)	-.0014	.0084
	Effective Questioning (EQT)	-.0312*	.0118
	Provides Clear Directions (PCD)	-.0148	.0151
	Was Involved (WI)	-.0159	.0087
	Was Enthusiastic (WE)	.0299	.0229
Dialogue	OVERALL	. 0573	.0305

*Probability of occurrence is <.01.

the scores derived from the Classroom Observation Instrument and the OVERALL score from the Dialogue Instrument are presented in Table VIII.9.

As is reported in Table VIII.9, only one of the average mean differences for the Classroom Observation Instrument was statistically significant -- the two teams differed with respect to Effective Questionning. Thus, for the 153 instances of two teams observing the same teacher, the two teams coded teachers fairly consistently on the Classroom Observation and Dialogue instruments.

Correlation

A second way to examine the consistency of coding for the Classroom Observation and Dialogue instruments is to calculate the correlations between the scores produced by each team. The correlations between the two teams' scores on the Classroom Observation Instrument, the OVERALL score on the Dialogue Instrument, and the overall effectiveness and ideal teacher items completed at the end of the year are presented in Table VIII.10. All of the correlations are statistically significant except for Communication (C). Some of the correlations are not particularly large (e.g., Academic Focus [AF] = .32) perhaps because the administrators and observers did, in fact, observe different lessons. They observed different groups of students, they observed on different days, and they observed at different times of the academic year. Thus, the correlations do not

Table VIII.10

Correlations Between the Two Teams for the Scores from the Classroom Observation Instrument, the OVERALL Score for the Dialogue Instrument, and General Impression Items

Instrument	Score	Correlation	Statistical Significance
Classroom Observation	Questions (Q)	.4409	*
	Responses (R)	.5826	*
	Praise (P)	.4756	*
	Communication (C)	.1770	–
	Management (M)	.4838	*
	Time Management (T)	.4386	*
	Seatwork (S)	.4921	*
	Begins Promptly (BP)	.4279	*
	Academic Focus (AF)	.3188	*
	Presents New Content (PNC)	.6143	*
	Effective Questioning (EQ)	.7116	*
	Provides Clear Directions (PCD)	.3126	*
	Was Involved (WI)	.4560	*
	Was Enthusiastic (WE)	.5589	*
Dialogue	OVERALL	.6324	*
Advancement Recommendation Form	Overall Effectiveness Rating	.5384	*
	Ideal Teacher Rating	.5240	*

* Probability of occurrence is < .01.

necessarily represent measures of consistency in the traditional sense of the word where different observers code the same teacher at the same time and the consistency of their coding is at issue. In the case of the Pilot Project, some of the lack of consistency is a function of the variations in the teaching situations observed. Said in another way, everyone did not see the same lesson; therefore, the observation codes are bound to differ to some degree.

Rate of Agreement

A third indicator of the consistency of the two teams is the extent to which they agreed about the teacher's goal-set progress and about the advancement recommendations they made for the teachers. In the case of the teams' goal sets, the teams agreed 95% of the time in their assessment of adequate progress for the teachers' Professional Growth and Development goal set. For the Professional Leadership/Initiative, the rate of agreement for the two teams was 92%.

With respect to the advancement recommendations for a teacher, there was still considerable agreement though at a lower level. Specifically, the teams agreed on their recommendations for 77% of the participating teachers and disagreed on 17%. In 6% of the instances, there were not sufficient data (due to administrator and/or state observer absences or incomplete recommendation forms) to determine whether the teams agreed or not.

Assertion 4 -- That a school system can effectively utilize those teachers who have been identified as high quality for ten (10) additional work days to further its educational goals

The data obtained from the Pilot Project indicate that a school system can effectively utilize those teachers who have been identified as high quality for ten additional work days to further its educational goals.

Evidence to support this assertion comes from the fact that all 12 Pilot Project districts developed plans, in accordance with the required format, for the ten days of extended employment for participating teachers. With few exceptions, these districts were able to implement their extended employment plans and produce quality products that were useful to the district, the school, and/or the instructional programs. However, the number and type of extended employment goal activities varied significantly from district to district. In the few situations where districts failed to achieve all of their extended employment goals or where teachers did not meet the expectations of the district plan, the problem appears to have been primarily a function of the lack of local leadership, lack of local support, lack of professional motivation, or a combination of all three. Those school districts with effective leadership were able to engage faculty members in highly productive district and school efforts while providing ten days of extra employment for the teachers.

One district acquired incentive grant monies to augment the extended employment program and to involve more teachers in special curriculum development efforts. Another district involved teachers in an innovative interdisciplinary project and developed teaching units to be team taught next year.

Additional evidence to support this assertion comes from a survey of 53 administrators who had responsibility for the extended employment program that operated in their districts. Briefly, the survey results indicated that these administrators believed their teachers had achieved the district goals for the extended employment program (96%), that the extended employment program had been valuable to their district (96%), that the products of the extended employment would have an impact on student learning (100%), that the products produced by teachers during the ten days of extended employment were of good or excellent quality (95%), and that the tax dollars would be well spent in the future if such a program existed (93%).

Chapter VI presents a more complete description of the processes and products of the ten-day extended employment program as well as a more detailed assessment of this component of the Pilot Project.

Assertion 5 -- That it is reasonable to expect principals to perform the required tasks of the career ladder evaluation system

The administrators in the Pilot Project were able to perform the tasks required by the evaluation system--that is, they were able to be trained and, within acceptable limits, were able to record and collect data accurately. How reasonable this expectation was, given a principal's normal school responsibility, is another matter.

Table VIII.11 shows that the time commitment associated with the evaluation events per teacher varied from 4 1/2 to 6 1/2 hours not including general orientation of teachers to the program or extra administrative duties associated with the project. A majority of the administrators had three to five teachers assigned for evaluation. The range was from one teacher to as many as nine. Where there was a large number of teachers in one school, participating districts usually reduced the workload for principals by assigning some assistant principals and central office personnel to conduct the evaluation tasks for some teachers.

Data from the Pilot Project indicate that the evaluation tasks were clearly an overload for administrators and that time to conduct evaluation activities was the number one problem associated with the administrators' participation. First, in the focus group interviews, the administrators indicated that the biggest impediment to the use of the evaluation system was time. Almost all administrators did not like being away from school to receive training; almost all would have preferred training to have been completed prior to the opening of school. Furthermore, most indicated that the evaluation tasks associated with the evaluation system had to be accomplished in addition to what they perceive to be already heavy workloads. None of the administrators reported being relieved of any duties to facilitate their participation in the Pilot Project, which meant that some of their tasks were delayed and/or completed after hours or on weekends or delegated by them to others.

Second, the factor of having enough time to accomplish the various tasks associated with the Pilot Project appears to be supported by examination of the completion dates for the dialogues and classroom observations by the administrators. All observers and administrators were given a general time schedule as to when to conduct observations and dialogues

Table VIII.11

Time Associated with Each Evaluation Event in the Pilot Project

Event	Total Length of Time
Negotiation of Goal Sets	< 1 hour
Classroom Observations	< 1 hour to 3 hours
Dialogue	1 hour
Individual Goal Set Review	1 hour
Team Goals Set Review and Completion of Advancement Recommendation	1/2 hour
TOTAL PER TEACHER	4 1/2 to 6 1/2 hours

during the school year (refer to Appendix VIII.C for an example time schedule). While administrators could not conduct dialogues until after December 1st due to training delays, the schedules were intended to spread the activities over the October 20, 1986, to March 27, 1987, observation and dialogue period. March 30 to April 17, 1987, was designated the makeup period for dialogues and classroom observations not conducted due to snow and special events. The observation and dialogue sequences for observers and administrators were distributed across teachers to even the workload over time. By the end of the makeup period March 30 to April 17, 1987, the observers had, with few exceptions, completed their dialogues and classroom observations. In contrast, the administrators completed a relatively large percentage of dialogues and classroom observations (i.e., 17% and 10%, respectively) during and after the makeup period, indicating they experienced difficulties in completing their dialogues and classroom observations in accordance with the predetermined schedule. A complete breakdown of the completion percentages for administrators and state observers for each time period is presented in Table VIII.12.

In summary, the administrators in the Pilot Project were, for the most part, able to complete the evaluation tasks for the teachers assigned to them; however, they were not always able to complete them on time even though in most instances the number of participating teachers for whom they were responsible was between three and five. In addition, the majority of administrators reported that other assigned tasks went undone because of their workload. Thus, it does not appear to be feasible to expect a principal to conduct the various activities of a statewide evaluation system without reassignments of workloads and additional help for administrative duties presently assigned to the principal.

Assertion 6 -- That the principals and other evaluators can be trained in a reasonable length of time to adequately utilize the career ladder evaluation procedures and instruments

It was possible to train and certify the 77 administrators and 75 state observers to serve on assessment teams and to properly use the evaluation instruments tested in the Pilot project. Chapter V describes in detail the training and certification of the administrators and observers.

The administrators received 8 1/2 days of training while the state observers received 8 days of training. The training for both groups included one day for a mid-year accuracy check. Less than 8% of administrators and 10% of the state observers failed to meet criterion in their first attempt. All administrators and state observers attained the criterion on subsequent attempts. Since the training was spread over a four-month period of time, there were few apparent problems associated with the amount of training required during the Pilot Project. An exception to this generalization was the training of some administrators. For some administrators with unusually busy schedules, moderate adjustments in training schedules and procedures were made.

The administrators and state observers were, for the most part, found to be

Table VIII.12

Number (N) and Percentage (%) of Completed Dialogues and Classroom Observation Instruments Per Scheduled Time Slots for Administrators and Observers

	Dialogues				Classroom		Observations	
	Administrators		State Observers		Administrators		State Observers	
Period	N	%	N	%	N	%	N	%
Oct 20-Nov 7	0*	0%	105	9.3%	113	11.6%	352	10.5%
Nov 10-Nov 21	0*	0%	154	13.7%	93	9.5%	324	9.6%
Dec 01-Dec 19	12	3.6%	167	14.8%	121	12.4%	372	11.1%
Jan 02-Jan 16	39	11.8%	106	9.4%	88	9.0%	363	10.8%
Jan 19-Jan 30	27	8.2%	79	7.0%	74	7.6%	311	9.2%
Feb 02-Feb 13	48	14.5%	121	10.7%	102	10.4%	369	11.0%
Feb 16-Feb 27	46	13.9%	99	8.8%	95	9.7%	335	9.9%
Mar 02-Mar 13	60	18.1%	109	9.7%	101	10.%	378	11.2%
Mar 16-Mar 27	43	13.0%	132	11.7%	89	9.1%	409	12.2%
Mar 30-Apr 17 (Make-up Period)	28	8.5%	47	4.2%	42	4.3%	137	4.1%
After Apr 17	28	8.5%	7	.6%	59	6.0%	15	.4%
Total	331	100%	1126	100%	977	100%	3365	100%

* Administrators could not conduct dialogues until after December 1st due to training delays.

consistent in their use of the instruments (refer to Assertion 3), indicating that the training was adequate. Their assessment of adequacy is supported by the fact that almost all individuals met criteria for certification following the training sessions. In addition, both the administrators and the state observers reported during their focus group interviews that the number of days of training they received was adequate. However, many suggested that some adjustments in the content and/or manner of that training were needed.

Additional support is provided by the professional judgments of the highly experienced trainers used in the Pilot Project. In their opinion, the trainers felt that, for the degree of skill required by the instruments, the training time including accuracy checks was reasonable. When one considers that evaluators in the Tennessee Career Ladder Program are required to experience 15-20 days of intense training for certification, some assessment of the reasonableness of the Kentucky system can be made.

Orientation and/or training provided the teachers participating in the Pilot Project was minimal. Because of the requirements of confidentiality set forth in House Bill 6, the participating teachers received little orientation to the performance assessment instruments and received no feedback on any of the evaluation instruments. This lack of orientation information and performance feedback was a major source of concern among participating teachers throughout the Pilot Project. If a Career Ladder were ever to be placed into operation, participating teachers would need to receive a thorough orientation regarding each of the performance assessment processes and procedures and appropriate feedback mechanisms established.

Assertion 7--That the evaluation system used by the committee, as defined in the career ladder plan, can produce teacher evaluations that are valid, reliable, and free from personal and political bias

The central issue in the evaluation of teaching rests on the capability of observers to recognize a teacher's use of effective teaching behaviors. For the Pilot Project, the Classroom Observation Instrument and the Dialogue Instrument were developed based on the extant research on teaching and, with some exceptions, are technically adequate for a trained observer. The Classroom Observation Instrument requires the observer to tally the frequency with which the teacher demonstrates 23 interactive teaching behaviors. As has been mentioned earlier, the coding of content appears to have been unreliable and was not included in the data analyses. In addition, there are 18 other teaching behaviors which require the observer to make a judgment, after the lesson, of the teacher's use of these behaviors. The Dialogue Instrument is a medium inference instrument that assesses how a teacher plans for and evaluates instruction. The instrument consists of seven question sets incorporating 15 rating statements all of which are highly related. The validity and reliability of the instruments are discussed in the following sections.

Validity

Validity is the degree to which an instrument measures what it purports to measure. Two kinds of validity evidence exist for evaluating the Pilot Project instruments: content validity and criterion validity.

Content Validity

Content validity refers to the degree to which the content or items of an instrument reflect the characteristics of teaching. Content validity is based on professional judgment and is built into an instrument during its development. Most often, the professional judgment required for content validity takes two forms: (a) the consensus of practicing professionals and (b) the findings reported in professionally accepted research literature.

To build content validity into the Pilot Project instruments, over 40,000 professional Kentucky educators were surveyed. The purpose of the survey(s) was to verify which teacher behaviors, drawn from educational research, were perceived by practicing educators as valid indicators of teaching ability. Over 18,000 professional educators responded to the survey(s). Therefore, content validity was established by analyzing survey results to determine what professional educators in Kentucky believed to be the observable, research-based behaviors which should characterize outstanding teachers.

Content validity also was established through reviews of the professional literature. Hundreds of documents on teacher evaluation and career ladder programs and research on teacher effectiveness, teacher behavior, and teacher functions were reviewed and analyzed (refer to Chapter III for a more detailed accounting of the relevant literature and processes used). In addition, knowledgeable consultants were used where possible to facilitate the synthesis and understanding of existing research.

Criterion Validity

Criterion validity refers to the degree to which an instrument is related to some criterion, usually another instrument. Since student achievement is often considered the ultimate measure of teacher effectiveness, insofar as legitimate, the relationship between standardized achievement test scores and the Pilot Project instruments was determined. Only 63 of the 337 teachers in the Pilot Project met all of the criteria for having their standardized test scores (Kentucky Essential Skills Test) considered. Even in these cases, the validity of using such scores as a criterion for teacher effectiveness is questionable because gains for only one year were considered and because the Kentucky Essential Skills Test represents a relatively narrow definition of achievement (refer to Chapter IX for a more detailed discussion of the issue). The criteria met by the 63 teachers were:

1. The teachers taught in self-contained rather than departmentalized situations because it was necessary to know that test results could be reasonably associated with one teacher only.

2. The teachers were responsible for teaching essential mathematics and reading skills because Reading and Mathematics are the only two subsections of the Kentucky Essential Skills Test for which scoring has remained consistent over the two-year period (1985-86 compared to 1986-87) necessary for calculating gain scores.

3. The teachers had to teach at the second grade level or higher because gain scores cannot be calculated for first grade students--the type of scores reported for the kindergarten and first grade tests are different.

Using the one-year gains in Reading and Mathematics, correlations were calculated between the gains on the Classroom Observation Instrument scores, the Overall Dialogue score, the Professional Growth and Development and Professional Leadership/Initiative progress assessments, the overall effectiveness and ideal teacher ratings, and the advancement recommendations. The only significant correlations were between the Praise (P) score from the Classroom Observation Instrument and Reading gain (r=.36) and Mathematics gain (r=.43) and between Responses (R) from the Classroom Observation Instrument and Mathematics gain (r=-.33). Thus, using the Mathematics and Reading gains as measures of achievement

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indicate that academic praise is positively related to student achievement. Said in another way, those teachers (of the 63 for whom there were data) who demonstrate academic praise in their interactions with students tended to have students who demonstrated positive gains in Reading and Mathematics. In the case of Responses (R), the student's Mathematics gains were negatively related to teachers who demonstrated positive response behavior in the classroom. The reason for this finding is not apparent.

The correlations for all the scores with Reading gain and Mathematics gain are provided in Appendix VIII.D.

Reliability

Reliability is the consistency of an instrument. In actuality, for the Pilot Project reliability is a measure of the objectivity of the observers; the degree to which the two teams of observers who observe the same teacher tally the same behavior in the same categories. One way to examine these similarities is to examine the average differences in observations for each teacher behavior between the two teams. As was discussed in Assertion 3, the analyses of the mean differences on the Classroom Observation Instrument scores between the two teams indicate that the two teams were reliable. Said another way, the observations of the team of arbitrarily assigned state observers and the observations of the administrator/peer teacher/state observer team are consistent.

Personal and Political Bias

The evaluation system should be free of personal and political bias. One way to determine the degree to which there is bias in the system is to study the degree to which the administrators differ from the state observers in their coding of the instruments. If there are distinct and large differences in the coding patterns of the administrators, then (a) the veracity of the instruments is called into question and (b) one could speculate that a source of bias threatens the reliability and validity of the evaluation system.

In order to examine this proposition, the data from the administrators were compared to the data from the team of state observers. The comparisons indicate that the administrators as a group differ only slightly from the state observers on the Classroom Observation and Dialogue Instruments. Specifically, on the Classroom Observation Instrument, the administrators tended to tally more than the team of state observers in two categories: a) begins promptly without delay and b) communication. While the differences between the scores are small, the differences are statistically significant. Given the operational characteristics of the Pilot Project, administrators did not differ from state observers enough to bias the observation data. Thus, the information provided by the Pilot Project suggests there was little or no evidence of political bias operating within the Pilot Project.

The findings do suggest that data collected on either instrument by the evaluation teams should be used in an aggregated form. That is, rather than examining the observations from each of the individual administrators and state observers to rank a teacher or make an advancement recommendation, it would be more appropriate to combine their observations and dialogues into one summary of teaching behavior. In this way, variations or biases in the observations of one of the team members will lose its strength when aggregated with the data from each of the other two team members.

Summary of Assertion Seven

It is safe to conclude that:

1. There is content validity within the Classroom Observation and Dialogue instruments based on the research literature and the statewide professional judgment verification process.

2. The training was effective in producing observers who can observe a classroom and dialogue a teacher reliably.

3. Individual differences in observations and dialogues did not systematically bias the data.

4. A system for evaluating teachers will reduce the likelihood of making errors in judging teacher performance over the course of a school year if the scores of three observers are aggregated rather than using each individual rating.

5. No evidence that personal and political bias was operational in the Pilot Project was found.

Assertion 8 -- That there exists a pool of qualified persons who are willing and can be trained to serve as career ladder evaluators along with the principal

The staff of the Career Ladder Commission had little difficulty recruiting 75 qualified state observers who were able to be trained (with the apparent exception of the Content portion of the Classroom Observation Instrument) in a relatively short period of time and who were able to serve as observers/evaluators in the project. However, only three of the 75 were full-time public school teachers and state observers in the Pilot Project. Whether or not a significant number of teachers would apply if substitute teachers were provided was not tested in the Pilot Project. Thus, the pool of qualified teachers willing to serve as evaluators of their peers remains unknown. From experience in the Pilot Project, special arrangements will be needed before full-time teachers can be recruited as observers/evaluators along with the school administrators.

The pool of individuals from which the state observers in the Pilot Project were recruited included retired teachers, teachers on maternity leave, former teachers making a career change, university personnel (both active and retired), and teachers working on advanced degrees. The 75 applicants who were employed as state observers all had the master's degree (or the equivalent) and seven or more years of teaching experience. These state observers on the average served on evaluation teams for about 16 teachers and most requested more teachers than they were assigned. Estimates of between 30 and 50 teachers were made by state observers as the number that one state observer could handle on a full-time basis. No effort was made to recruit state observers once enough qualified persons were employed. Any attempt to project how many potential state observers exist would be purely speculative. The experience in the Pilot Project showed that those employed as state observers could, with a few exceptions, be trained and certified in a relatively short time to meet accuracy and reliability criteria.

In summary, a pool of qualified persons who are willing and can be trained to be state observers exists. The ultimate size of this pool is unknown from the data collected in the Pilot Project. Very few practicing teachers applied as part-time state observers of their peers. Arrangements for substitutes and/or released time for teachers will be needed before the assertion that there exists a pool of practicing teachers willing to observe/evaluate their peers can be fully tested.

Assertion 9 -- That a system can be created and operated to record and retrieve the necessary information

The system to collect, transmit, record, and retrieve the relevant data for the Pilot Project was created. The system consisted of several components, each of which was related to the type and source of data being collected: classroom observation forms, dialogue forms, teacher goal sets, goal set reviews, or effectiveness/ideal teacher ratings and recommendations for teachers. The system and its operation relative to each type of data are briefly discussed below.

Classroom Observations

After an observer or administrator had completed a Classroom Observation Instrument, they mailed it to their site coordinator. The site coordinator then checked the instrument to verify that the correct observer had viewed the appropriate teacher and that there were no missing data or lines inappropriately left blank. If there were omissions, the site coordinator communicated directly with the observer or administrator to rectify any problems. Once checked and verified by the site coordinator, the instrument was sent to the Director of Research at Western Kentucky University. There the instrument was again checked for omissions and coded for data processing. If omissions were noted, the instrument was set aside and the appropriate site coordinator was called and asked to obtain the correct information from the observer or administrator. Once omissions were corrected, or if no omissions were noted, the data from the instrument was keyed into the computer, verified, and stored in the teacher's file. Relatively few coding errors were noted (less than 10%). A report of the error analysis for the Classroom Observation Instrument is contained in Appendix VIII.E.

Dialogues

The procedure for transmitting and checking a Dialogue Instrument was essentially the same as that for the Classroom Observation Instrument. First, it was mailed by the state observer or administrator to the appropriate site coordinator who checked it for omissions. Next, the site coordinator sent it to the Director of Research where the Dialogue Instrument was checked again for omissions and coded for data processing. If omissions were noted, the instrument was set aside and the appropriate site coordinator was called and asked to obtain the correct information from the state observer or administrator. Once omissions were corrected, or if no omissions were noted, the data from the instrument was keyed into the computer, verified, and stored in the teacher's file. Relatively few dialogue omissions were noted (less than 5%).

Teacher Goal Sets

The goal sets each teacher negotiated with his/her principal were copied with one copy being retained by the principal, one copy being given to the teacher, and one copy being sent to the site coordinator. The site coordinator forwarded the copy she received to the Director of Research. Each goal set was reviewed with respect to the directions that were to have been used to complete the goal set and errors were noted. Subsequently, the Director of Research notified the teachers, asked them to meet with their principal as part of their mid-year progress review, and to rectify those errors. (Refer to Appendix VIII.F for an example of one of the letters sent.) Once corrected, new copies of the goal set were filed with the Director of Research.

Goal Set Reviews

Each goal set for each teacher was reviewed by each teacher's administrator and state observers to determine the progress the teacher was making toward acceptable completion of selected goals. These individual assessments were combined into a group assessment of progress at the end of the year goal set review conducted in each participating school district after school had been dismissed for the year.

Recommendations

Each state observer and administrator independently completed an overall effectiveness rating and an ideal teacher rating for each of the teachers they observed. In addition, the administrators and state observers made a recommendation as to whether the teacher should be advanced on the career ladder (refer to the Advancement Recommendations section in Chapter VII).

Assessment

For the most part, the data collection, monitoring, transmittal, entry, and verification aspects of the system worked with few problems. Site coordinators did express concern with the demands for record keeping that were placed upon them (they were also responsible for tracking expense and pay vouchers of observers). Their concerns would suggest some modification in the system if it were operating statewide. Some redesigning of the data collection instruments would also assist in the data collection process and reduce recording errors. For instance, the Classsroom Observation Instrument should have a space by the observer's signature for observation ending time. Thus, if the state observer or administrator failed to record the length of the observation, it could be determined by the use of the beginning and ending times. On the dialogue, the observer would be asked only to mark the two dimensions of the matrix; there would be no need to compute ratings or to complete the rating summary sheet.

In summary, the data recording, retrieval, and processing mechanisms were efficiently and effectively developed and used for the Pilot Project. Whether such a system could be developed and efficiently operated on a statewide basis was not tested.

***Assertion 10** -- That the evaluation system can complement and strengthen the local teacher evaluation process*

The data suggest that administrators perceive that the Pilot Project evaluation system can, and in various instances will, complement and strengthen their local teacher evaluation process.

The primary data available to address this assertion comes from the focus group interviews conducted at the end of the school year with the administrators who participated in the Pilot Project and the Extended Employment Survey Form. During the focus group interviews, the administrators were asked:

How could a school district effectively use all or part of the teacher evaluation system that was developed during the Pilot Project?

(Editorial Note: The participating teachers were not asked this or a similar question.) The administrators generally responded by saying that the Career Ladder teacher evaluation system could be used to complement and strengthen the districts' already existing systems. Exactly how that would be accomplished in any particular district varied. Overall, most administrators responded that the Classroom Observation Instrument, in some modified form, would be most helpful to them and would be the aspect of the Career Ladder system that would be the most likely to be used. The goal setting procedure was the next most frequently mentioned with the dialogue being viewed as the least likely to be used in their district. The greatest concern expressed by almost all the administrators was having enough staff and enough time to implement correctly whatever system they used.

Subsequent to the focus group interviews, the 12 participating districts reported on the activities and products of the extended employment component of the Pilot Project. In three districts, teachers evaluated elements of the evaluation system used in the Pilot Project and considered how some of these might be incorporated into their local evaluation system in the future.

In summary, most administrators in the participating districts recognized some elements of the Pilot Project evaluation system as being helpful and having potential for improving the local evaluation system. Thus, if development and testing of the instruments were to continue, districts, through the work of their local evaluation committee, could (a) adapt one or more instruments for use in the local system or (b) adapt elements of instruments for use in the local system.

Chapter IX

Special Project on Expected Student Achievement

Introduction

The issues involved in the Special Project on Expected Student Achievement are complex and controversial. As a result, this chapter, which details the nature of the special project as well as the findings, has been organized to reflect the complexity of the problem and some of the potential solutions. Therefore, the first portion of the chapter provides an overview of the rationale for and the activities involved in the special project. The second portion of the chapter provides a summary of the findings and suggestions for activities.

Project Overview

Why a Special Project on Student Achievement?

Steps 3 and 4 of Kentucky's Career Ladder Plan call for the evaluation of a teacher "regarding the achievement of his/her students . . . based on a determination of whether or not the students have been achieving at the expected level."A general process for incorporating student achievement in the evaluation system is described on pages 5 and 8 of the "Blue Book" as follows:

> *The teacher and principal both should have an opportunity to collect data regarding the progress of the teacher's students. These data could be collected from the previous five (5) years that the teacher has taught.*
>
> *The teacher and principal should meet and come to an agreement concerning the data set that will be presented to the evaluation committee. If no agreement can be reached, both the teacher's data set and the principal's data set should be presented to the evaluation committee for its review. No information is to be presented by either the principal or the teacher without the full knowledge of the other.*
>
> *The committee should review the agreed upon data and/or the individual data sets presented by the teacher and the principal and determine whether or not the achievement of the students has been satisfactory.*

Clearly, the "Blue Book" requires that student achievement be included in the teacher evaluation system and presents a general plan for doing so. However, the "Blue Book" also includes the admonition that "If during the pilot phase of the plan a valid and reliable method for assessing any of the four factors cannot be developed, the factor should be deleted from the evaluation plan until such a procedure is developed" (page 9). Student achievement is one of the four factors, the other three being: (a) Instructional Performance, (b) Professional Growth and Development, and (c) Professional Leadership/Initiative.

Measures of student achievement are most often conceptualized as scores on standardized achievement tests. However, using standardized achievement tests to evaluate teachers is not defensible for a variety of reasons (see Appendix IX.A for references to selected, supporting research-based literature). These reasons include the following:

1. Standardized achievement tests are designed to reliably assess students' performance, not teachers' effectiveness. Using a test of students' knowledge to evaluate teachers is like evaluating a dentist's skill by giving his/her patients a pencil-and-paper quiz on basic dental hygiene or evaluating a mechanic by asking his/her customers to identify the parts of an engine.

2. Not all teachers teach subject matter measured by standardized achievement tests currently available (e.g., the Kentucky Essential Skills Test, The Comprehensive Test of Basic Skills). For example, the Kentucky Essential Skills Test measures essential skills in the areas of Reading, Mathematics, Writing, Spelling, and Library/Research/Reference. As shown in Appendix IX.B, only 36% of Kentucky teachers work with "normal" students (i.e., students who are not special education or gifted students) in self-contained classrooms. In the Pilot Project, only 63 of 337 teachers (19%) had self-contained teaching situations with normal students. These data are important to consider for at least two reasons. First, standardized tests are normed on normal students. Therefore, such tests cannot be legitimately used to assess "non-normal" students (e.g., special education, gifted). Second, when students are not in self-contained classrooms, it is difficult to determine which of their teachers primarily contributed to their test results.

3. There are educational outcomes which are valued by teachers and parents but which are not measurable using traditional standardized tests. Examples of such outcomes include critical thinking, motivation, self-discipline, self-esteem, positive attitudes, and acceptable behaviors.

4. Reasonable expectations of student achievement vary. Average performance or gain is not a defensible expectation for non-average students (e.g., handicapped, disadvantaged, gifted).

5. Many factors influence student achievement that are not under the control of teachers. For example, teachers do not control innate ability or home situations.

6. Unless a teacher is the sole influence on a student's learning, not all of a student's achievement may be attributed to particular teachers.

The special project on Student Achievement was implemented to both satisfy the demands of the "Blue Book" and to avoid the indefensible/inappropriate use of standardized achievement test scores in the evaluation of teachers. The general process outlined in the "Blue Book" implies that a goal-setting approach, whereby teachers and principals negotiate sets of Student Achievement Outcome goals and the quality of goal attainment, might provide a reasonable alternative to the inappropriate use of achievement test scores. However, the reliability and validity of such a Student Achievement Outcome goal-setting approach has not been demonstrated. To demonstrate the reliability and validity of a system based on the establishment and assessment of Student Achievement Outcome goals requires that the system be developed and tested. To develop such a system and test its reliability, validity, and workability will require several years. The Special Project on Expected Student Achievement, as proposed and implemented during the 1986-87 school year, represents the first step in a necessarily ongoing, developmental process. The Special Project on Expected Student Achievement presented to the Kentucky Career Ladder Commission in June 1986 is summarized in Appendix IX.C.

The purpose of the first year of the Student Achievement project, based on consultation with a wide variety of teachers and persons responsible for state level education reform, was to address the following issues:

1. What sorts of learning outcomes do "veteran" teachers (i.e., those with seven or more years of teaching experience) want for their students?

2. What desired outcomes are common across subject matter areas and grade levels and which outcomes are specific or unique to particular subject matter areas and grade levels?

3. How do teachers, particularly teachers in nontraditional teaching areas (e.g., shop, art, business, special education, gifted), document the degree to which desired student outcomes are accomplished when standardized achievement tests cannot be defensibly used?

What Steps Were Taken to Address the Issues?

The information which follows is a brief summary of the Special Project on Student Achievement. Details concerning each aspect of the project (e.g., recruitment and selection of participants) are provided in the Procedures and Results section of this chapter.

In September 1986, 26 teachers representing a wide variety of grade levels (kindergarten through grade 12) and teaching areas (special education, gifted, vocational arts, visual arts, social sciences, basic skill areas, etc.) were identified for participation in the Student Achievement project.

From late September to early October individual teachers each negotiated a set of Student Achievement Outcome goals with their principals. Using a five-point scale, each teacher and his/her principal reached agreement on: (a) the **educational significance** of each goal, (b) the **difficulty level** of attaining expected progress toward each goal, and (c) the **degree of the relationship** between each goal and the documentation proposed for demonstrating progress toward that goal.

Once a teacher and his/her principal agreed on a plan, the teacher worked toward the agreed upon Student

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Achievement Outcome goals. Throughout October and November the Student Achievement project director made site visits to each participating teacher. The purpose of the visits was to discuss the teacher's project-related experiences to date, troubleshoot, and provide assistance (e.g., with planning for documentation efforts) as necessary.

Throughout the course of the site visits a number of issues arose that needed to be addressed by the entire group (e.g., support neeeds, strengths and weaknesses of agreement based upon negotiation between a teacher and his/her principal, factors contributing to successful and unsuccessful evaluation plans, etc.). Hence, in January 1987 Student Achievement project participants were interviewed using a focus group interview technique. Focus group interviews are structured interviews conducted with groups of six to twelve people. The intent of the technique is to consistently interview enough groups to reach a general consensus. The project participants' responses to the interview questions were validated by interviewing other groups concerned with Student Achievement Outcomes. These groups include students, parents, and individual principals. Results of these interviews are summarized in the Procedures and Results section of this chapter and detailed in a separate **Expected Student Achievement Project Technical Report** available from the Project Director.

In order to deal with technical problems associated with the validity studies being conducted by the Kentucky Career Ladder Pilot Project (n=337 teachers), 18 of the teachers participating in the Student Achievement project volunteered to be observed using the Classroom Observation Instrument and interviewed about their planning and evaluation strategies using the Dialogue Instrument. These observations and dialogues were conducted throughout the Spring 1987 semester. The nature of these technical problems and the contribution made by Student Achievement project participants to problem solution are briefly described in the Procedures and Results section of this chapter. They also are detailed in the separate **Expected Student Achievement Project Technical Report**.

Near the end of the project year, participating teachers again met with their principals to: (a) share the results of their efforts and (b) negotiate agreement, using a five-point scale, concerning the degree to which each Student Achievement Outcome goal has been met.

From mid-April to mid-May, the Student Achievement Project Director met with small groups of project participants. The purpose of these exit interviews was to share the results of the year's data collection efforts and to allow participants to express their parting concerns and suggestions.

Summary of Findings

The purpose of the first year of the Student Achievement project was to address three questions.

1. What sorts of learning outcomes do veteran teachers want for their students?

2. What desired outcomes are common across subject matter areas and grade

levels and which outcomes are unique to particular subject matter areas and grade levels?

3. How do teachers, particularly teachers in nontraditional teaching areas, document the degree to which desired student outcomes are accomplished when standardized achievement tests cannot be defensibly used?

First, the data indicate that veteran teachers want a variety of student outcomes. The veteran teachers have categorized these outcomes as follows: (a) outcomes that are specific to the subject matter area in which a teacher teaches (e.g., mastery of math facts); (b) academic outcomes that cut across subject matter areas (e.g., writing skills that can be used to write essays in English class as well as lab reports in science); (c) nonacademic outcomes that are peculiar to an individual teacher's teaching-learning situation (e.g., self-help skills such as tooth brushing among handicapped students); and (d) nonacademic outcomes that seem to be valued by most teachers (e.g., self-confidence, self-discipline, motivation to learn). Teachers participating in the Student Achievement project made it clear from day one that they all worked toward each of these Student Achievement Outcome goal types.

Second, there are desired outcomes common across subject matter areas and grade levels as well as outcomes that are unique to each. The Student Achievement Outcome goal categorization system used by project participants lends itself well to addressing the second question. The goals they labeled as "specific," whether academic or nonacademic in nature, were viewed as peculiar to the unique subject matter or students being taught. About half (56 out of 111) of the documented Student Achievement Outcome goals fit the "specific" category. The other 55 documented goals were considered "general" in nature, meaning that they would apply across grade levels, content areas, and student types. These findings suggest that there is a common core of valued outcomes that might be included in the evaluation schemes for most teachers. The findings further emphasize the need to tailor evaluation schemes to validly reflect a wide variety of teaching-learning situations.

Third, data indicate that teachers use a variety of methods for assessing student outcomes when standardized tests cannot be defensibly used. Tables IX.1 and IX.2 summarize the types of documentation submitted. An interesting, related finding resulted from interviews with students, parents, and principals. Without exception, each group interviewed indicated that student achievement needed to be broadly defined and should not be limited to scores on standardized tests.

Implications of the Findings

There is professional and public agreement that teachers should be evaluated. There is also agreement that student achievement is the educational "bottom line." However, there is great controversy over the role that student achievement can or should fairly play in teacher evaluation systems. The word "achievement" has **not** been universally defined, and probably **never** will be because its definition hinges on the student outcomes

Table IX.1

Types of Documentation Actually Submitted

Type of Documentation	Number (%) Pertinent Goals	Number (%) of Teachers Selecting Documentation Type
*Anecdotal	33 (30%)	15 (58%)
Proportions (e.g., % correct)	23 (21%)	12 (46%)
Symbols (e.g., checkmarks, plus signs, minus signs)	12 (11%)	8 (31%)
Scores (other than standardized test scores)	19 (17%)	12 (46%)
**Work-Samples	4 (4%)	4 (15%)
Grades	4 (4%)	3 (12%)
***Standardized Test Scores	6 (5%)	2 (8%)
Office Records	1 (<1%)	1 (4%)

*Eight teachers representing 17 goals relied exclusively upon anecdotal records; the remaining seven teachers representing 16 goals additionally used other forms of documentations.

**Only two of these teachers relied exclusively upon worksamples as documentation.

***Only two of these goals, both stemming from the same teacher, were exclusively reliant upon standardized test scores for documentation.

Table IX.2

Formats Assigned by Submitted Documentation

Format	Number (%) of Goals Documented Using Format	Number (%) of Teachers Using Format
*Narrative	55 (50%)	21 (81%)
Marked Calendar Page(s)	2 (2%)	2 (8%)
Grade-book Page(s)	20 (18%)	10 (38%)
List	13 (12%)	8 (31%)
Graphs/Histograms	18 (16%)	8 (31%)
Tables/Charts	24 (22%)	14 (54%)
Checklists	11 (10%)	6 (23%)

*Twenty-two goals represented by ten teachers had narration as the exclusive form of documentation. However, most narratives provided a data-based summary.

valued for a particular student or group of students under particular circumstances. The Student Achievement project has demonstrated a need to broadly and differentially define achievement to include a wide variety of student outcomes.

Acknowledging the variety of student outcomes constituting achievement does not necessarily mean that every teacher's evaluation plan needs to be totally unique. In fact, data yielded by the Student Achievement project indicate that all teachers, regardless of the students or types of subject matter they teach, work toward some similar or "general" Student Achievement Outcomes. Perhaps a common core of Student Achievement Outcome goals and documentation procedures could be developed. Goals and procedures "specific" to the needs of a particular teacher's students might then be added to the common core. For example, both an elementary level special education teacher and a secondary level science teacher might be expected to teach their students how to use classroom materials/equipment properly, communicate clearly, and behave appropriately. However, these two teachers may rightfully have different goals or expectations specific to their teaching situations. The elementary level special education teacher may teach students how to accurately write their names, addresses, and phone numbers, whereas the secondary level science teacher may need to teach students how to write an accurate lab report.

Pursuing an evaluation system that is based on a core of expected outcomes supplemented by outcomes associated with specific needs, assumes that teacher evaluation is a professional development endeavor and, as such, allows teachers to risk less than perfect evaluations for the good of students' learning. Ways to enhance the fairness of such an evaluation system might include: (a) using professional consensus to identify minimally acceptable outcomes that can be reasonably expected of **all** teachers; (b) weighting the educational significance of each Student Achievement Outcome goal that is **specific** to the needs of a particular teaching-learning situation; (c) weighting the **difficulty** of attaining each Student Achievement Outcome goal that is **specific** to the needs of a particular teaching-learning situation; and (d) developing an appeals process that may be used (but not abused) by teachers, evaluating supervisors, parents, and/or students in situations where there are differences of opinion.

If the enhancement and assessment of Student Achievement Outcomes are considered as part of a teacher's professional development responsibility, then the evaluation procedure may become formative rather than summative. That is, teachers would be able to revise their instructional and goal documentation plans as necessary, based upon their students' changing needs. Without such flexibility, teachers might be reinforced for adhering to their original plans instead of doing what is best for student learning.

A flexible, formative evaluation system allowing for both the professional development and accountability of teachers is worthy of development. Such a system cannot be developed quickly or inexpensively, and it should **not** be viewed as a replacement for the **appropriate** use of standardized tests. It should be noted that standardized test scores may provide one indicator of the degree to which a school or district teaches basic skills or as one indicator, over several years, that a teacher is probably doing an inadequate job of teaching basic skills.

In order to continue the development and testing of a teacher evaluation system that calls for teacher accountability and allows for professional development, at least the following events would need to occur over a continuing two- to four-year period of time:

1. Determine if a relatively large number of teachers and principals, given adequate training and support, are able to negotiate Student Achievement Outcome goals and appropriate assessments for goal attainment.

2. Determine if this relatively large number of teachers and principals could provide a sufficient variety of Student Achievement Outcome goals and assessment techniques for the development of a menu from which core goals and assessment techniques could be validated against professional consensus.

3. Determine the number of teachers with whom principals or other supervisors could reasonably work.

4. Test a system for taking Student Achievement Outcome goal significance and difficulty into account.

5. Determine the degree to which the process is able to differentiate good teachers from the best teachers.

6. Develop and test an appeals process

7. Determine how to provide school personnel with the ongoing support needed to maintain development efforts to enhance Student Achievement Outcomes.

8. Develop and test instruments for specifying, documenting, and evaluating Student Achievement Outcome goals.

9. Develop and test training programs for teachers and the supervisors responsible for assisting and/or evaluating them.

Conclusions

The primary problem with using student achievement data in the evaluation of teachers is **not** the "goodness" or "badness" of standardized tests or the inability of teachers to assess the quality of their students' accomplishments. Rather, the problem **is** the misuse of standardized test data and the inability to yet determine the degree to which a student's achievements, however defined, are validly attributable to any particular source (e.g., teacher, school, curriculum, socioeconomic status, innate ability, prior experience).

The problem at hand is often considered technical in nature. However, problem solution may be more highly dependent upon adequately conceptualizing and understanding the problem of measurement than upon the perfection of some statistical technology. Clearly, there are many reasons why some students do not perform well; these reasons may or may not relate to a particular teacher's performance.

The Student Achievement project has focused on understanding the problems associated with using student achievement data to evaluate teachers. This project also implemented and documented procedures that may serve as alternatives to the exclusive use of standardized achievement tests as indices of student achievement and indicators of teacher effectiveness. Finally, the procedures piloted during the first year (1986-87) of the Special Project on Expected Student Achievement have potential for development as part of a teacher evaluation system which includes student achievement outcome data.

Procedures and Results

The following pages provide a more detailed, technical description of the Special Project on Expected Student Achievement. Topics to be covered include: (a) the recruitment of project participants; (b) the planning of project activities; (c) implementation of the planned project activities; (d) results of the Student Achievement Outcome goal-setting process; (e) results of interviews with project participants, students, teachers, and principals; (f) the Classroom Observations and Dialogues conducted with Student Achievement project participants; and (g) possible next steps to be conducted to continue to develop ways to incorporate student achievement in the teacher evaluation process.

Participant Recruitment

In September 1986, 25 independent and county school districts within 90 minutes driving distance of the project director, who also would function as site coordinator, were identified. To avoid confusing Career Ladder Pilot Project and Student Achievement project data, none of the districts considered were participating in the Career Ladder Pilot Project. Since dealing with 25 districts was deemed unmanageable, 15 districts were randomly selected from the 25-district pool. The superintendents and presidents of local Kentucky Education Associations (KEA) in each of the 15 designated districts were invited, by telephone and follow-up letter, to nominate teachers for participation in the first year of the Student Achievement project. The intent of the pilot was explained. Those contacted were assured that the project activities would not take participating teachers away from their classroom responsibilities and that they would be compensated for out-of-class time spent on the project. In keeping with the requirements for participation in steps 3 and 4 of the Career Ladder, requirements for nomination to participate in the Student Achievement project included a master's degree and seven years of teaching experience. It was additionally suggested that nominees be both content and student oriented and have the respect of the educational community. Further, it was explained that nominated teachers would be invited, in writing, to submit an application for participation. Teachers from each of the categories, specified by the Teacher Recommendation Form in Appendix IX.D, would be randomly selected to participate. Not one superintendent or Kentucky Education Association representative said "no" to the invitation to nominate teachers.

The number of teachers nominated was 237. Of those, 112 responded positively, with one condition being availability for the first all-day planning session scheduled for Saturday, September 27, 1986. The content areas and grade levels of the 26 selected teachers are presented in Table IX.3. Copies of the follow-up letters to superintendents and Kentucky Education Association representatives, as well as the letters sent to nominated teachers, are included in Appendix IX.E. When more than the predetermined number of teachers was available in any particular grade level by subject matter category, participants were randomly selected. When categories could not be filled, participants were randomly selected regardless of category until the 26

Table IX.3

ESA Teacher Participants by Grade Level and Subject Matter Area

Primary Teachers (Grades K-4)	Intermediate Grade Teachers (Grades 5-8)	Secondary Teachers (Grades 9-12)	Other
Self-Contained Kindergarten	Language Arts (2 teachers)	Visual Arts (2 teachers)	Chapter I Reading & Math
Self-Contained Kindergarten & Gifted Language	*Language Arts and Gifted Language Arts	Science (2 teachers)	Chapter I Reading
Self-Contained 2nd Grade		Language Arts	Chapter I Math
Self-Contained 4th Grade		Math	High School Special Ed.
Physical Education		Social Sciences	
		*Physical Education & Social Science	
		*Physical Education & Language Arts	
		*Math and Coaching	
		Business Education	
		*Industrial Arts & Coaching	
		*Advanced Math & Physics	
		*Science and Physical Education	

*Teacher fits more than one category and is listed in column describing the primary teaching responsibility.

budgeted slots were filled. All selected teachers had seven or more years of teaching experience; 25 of the 26 had master's degrees. The teacher without a master's degree was needed to fill a particular content area slot (Secondary Math).

Additionally, three available principals (one at each of three levels: elementary, middle, and high school) and two instructional supervisors were asked to work with the group of 26 teachers. Their role was to provide a professional perspective other than those of classroom teachers.

Project Planning

On Saturday, September 27, 1986, the selected teachers, three principals, and two instructional supervisors met for a full day with the Student Achievement Project Director and Pilot Project Director of Research. The purposes of the meeting were to: (a) introduce the group to the career ladder concept and the broader issue of using student achievement data in the evaluation of teaching; (b) define the task at hand (i.e., consider the issues surrounding the use of student achievement data in teacher evaluation systems, consider potential solutions to the problem, try an approach for dealing with the problem, and evaluate the approach tried); and (c) establish procedures for accomplishing the task at hand.

The group agreed to try a Student Achievement Outcome goal-setting approach to illustrate the kinds of student outcomes they work toward and how they evaluate the degree to which those outcomes are attained. This approach was chosen because it would accommodate the wide variety of needs of these teachers. Their teaching assignments ranged from kindergarten to high school calculus, from educable mentally handicapped to gifted, and from basic skills to visual and industrial arts (refer to Table IX.3 for a list of participants' teaching assignments). The Goal Assessment Documentation Forms (Conference #1 and Conference #2) and guidelines for using them, as shown in Appendix IX.F, guided the discussion of how a Student Achievement Outcome goal-setting approach might work regardless of grade level; subject matter area; type of student (e.g., special education, gifted); or desired learning outcome (e.g., changed behavior, academic skills, artistic performance). The forms and guidelines were modified by the teachers and used throughout the Student Achievement project.

In order to accomplish their task, project participants developed a timeline and procedures for meeting the timeline. A copy of the timeline and a summary of suggested procedures appear in Appendix IX.G. Briefly, project participants made three major decisions.

First, they decided that each participating teacher would meet three times with his/her evaluating supervisor. In every case the supervisor was a principal or assistant principal. Both the Student Achievement Project Director and participating teachers emphasized to principals that project participation was **not** to influence the principal's evaluation of the teacher. The purpose of the first brief meeting was to give the principal a one-page synopsis of the project and make an appointment to meet with the principal after he/she had time to read the synopsis (see Appendix IX.G for a copy of the synopsis). The purpose of the second meeting (referred to as Conference #1 on the Goal Assessment Documentation Form) was to negotiate a set of goals that the participating teacher would work toward and document throughout the project year. The purpose of the third meeting (referred to as Conference #2 on the Goal Assessment Documentation Form) was to discuss the teacher's documentation showing the degree to which the preestablished goals had been met.

A second decision made by project participants was that each participating teacher would document from four to eight goals. These goals were not to be conjured up as a result of participating in the Student Achievement project; rather, goals were to be selected from the repertoire of goals that each teacher had already developed or planned to pursue throughout the school year. The importance of not changing what they would ordinarily do was emphasized because an objective of the Student Achievement project is to document what teachers reasonably do to demonstrate their students' achievements, especially when standardized test scores cannot be used.

Participants decided that at least one goal was to be from each of the following categories: (a) **specific academic** (i.e., desired academic outcomes specific to a subject matter area--mastery at balancing equations, for example); (b) **general academic** (i.e., desired academic outcomes cutting across subject matter areas--correct grammar in written work, for example); (c) **specific nonacademic** (i.e., desired nonacademic outcomes, such as behaviors and attitudes, specific to the needs of a particular teaching/learning situation); and (d) **general nonacademic** (i.e., desired nonacademic outcomes, such as positive self-concept, which cut across a variety of teaching/learning situations). Any particular goal could be short range, mid range, or long range in nature. Short-range goals are interim goals to be accomplished during a period of time less than the total period of time a teacher spends with a student, group, or class (e.g., a goal that is to be accomplished by the end of the first quarter of a semester-long class). Mid-range goals are goals slated for accomplishment by the end of the time period a teacher spends with a student, group, or class. Long-range goals are those which are worked toward, but which may not be fully accomplished within the time period a teacher works with a particular student, group, or class (e.g., responsibility, writing). Goals, then, could fit any one of 12 categories: 2 (specific or general) x 2 (academic or nonacademic) x 3 (short range or mid range or long range).

A third major decision made by project participants was that paperwork should be kept to a minimum. Documentation for each goal was limited to one page (e.g., a page of scores, a graph of behavioral observations, etc.). This suggestion was meant to combat the problems experienced by other states when teachers submitted thick portfolios to demonstrate goal attainment. Sifting relevant information for decision-making purposes from such portfolios has been deemed nearly impossible and has been eliminated in states such as Tennessee.

Project Implementation

After presenting principals with a project synopsis and making a conference appointment, participating teachers conferenced with their principals early in October. The Goal Assessment Documentation Form for Conference #1 was used to guide the conference. Throughout October and November, the Project Director made site visits to each teacher participant to provide assistance, as necessary, and to ensure that plans were being implemented as prescribed.

On January 17, 1987, project participants again met together as a group for a half day. The purposes of the meeting were to: (a) clarify the meaning of the Goal Assessment Documentation Form, Conference #1 (see Appendix IX.F) data gathered to date; (b) address the issues and concerns arising out of the Project Director's site visits to project participants; and (c) ask project participants to help address a technical problem raised by the Pilot Project by volunteering to be observed using the Classroom Observation Instrument and interviewed regarding their planning and evaluation behaviors using the Dialogue Instrument.

Results: Student Achievement Outcome Goals and Documentation

Throughout this section, pertaining to the Goal Assessment Documentation data, it is critical that the reader remember that the teacher participants were asked to document what they would normally do. The intent of this request was to gain insight regarding the array of strategies used by teachers to assess student outcomes in a wide variety of outcome areas and across a wide variety of student types (e.g., special education, gifted, elementary, secondary, traditional and nontraditional subject matter areas).

How Many Goals Did the Teachers Work Toward and Document?

The number of goals documented by each participating teacher ranged from three to six. Most teachers (n = 17) opted to document four goals, one from each of the prescribed categories described in the "Project Planning" section (i.e., specific academic, specific nonacademic, general academic, general nonacademic). Two teachers started the project year with four goals; but, due to circumstances beyond their control (e.g., student of concern moved, illness which kept teacher out of school for an extended period of time), these two teachers completed and documented only three. Five teachers documented five goals, and two teachers documented six goals. The total number of goals documented by the 26 participating teachers was 111.

To What Sizes of Student Groups Did the Goals Apply?

Various goals pertained to individual students, small groups of students (more than one but fewer than an entire class), an entire class, or multiple classes. Examples of goals aimed at different size (target) groups appear in Table IX.4. The sizes of groups targeted by the documented goals, the number of teachers targeting each group size, and the number of times any particular teacher targeted a group of a particular size are shown in Table IX.5.

Table IX.4

Examples of Goals Aimed at Different Size Target Groups

Size of Target Group	Example
Individual Student	"Positively affect student's behavior and peer acceptance."
	"Positively affect the student's skill level in drafting to raise his grade to 75% (C)."
	"Improvement in personal grooming as shown by clean hair, clothing, teeth, and skin (and lack of body odor)."
Small Group	"To promote positive attitudes in three retained eighth graders."
	"To improve upper arm strength of the beginning level girls in gymnastics."
	"Lessons will be planned and implemented by the teacher and the Parental Involvement Aide for instruction in the homes of twelve kindergarten children who qualify for program assistance."
Entire Class	"Students will predict valence from the periodic table."
	"Students will develop note-taking skills."
	"Improve students' attitudes about doing their schoolwork. 26 of the 32 students in the class have previously failed classes."
Multiple Classes	"Modify student behavior for safety in lab by their using protective goggles."
	"To instill confidence in speaking before a group (as evidenced by more Superior ratings in Speech Contests)."
	"Each student in the freshman class understands the basic skills and rules of volleyball."

Table IX.5

Sizes of Student Groups Targeted by Goals

Size of Group	Number of Goals Applying to Group Size	Number of Teachers Having Goals Applying to Group	Range for Individual Teachers
Individual Student	32 (29% of all goals)	17 (65% of participating teachers)	0 - 5*
**Small Group	15 (14%)	10 (38%)	0 - 2
Entire Class	44 (40%)	20 (77%)	0 - 4
Multiple Classes	19 (17%)	11 (42%)	0 - 3

Note: Total goals do not sum to 111 due to missing or noncategorizable data.

*Teacher having 5 Individual Student Goals is a Special Education Teacher.

**Small Group = more than one student but fewer than an entire class

What Types of Goals Did Teachers Document?

Recall that project participants decided that at least one goal was to be from each of the following categories: (a) **specific academic**, (b) **general academic**, (c) **specific nonacademic**, and (d) **general nonacademic**. As defined in above, any particular goal could be short range, mid range, or long range in scope. Thus, goals could fit any one of 12 categories: 2 (specific or general) x 2 (academic or nonacademic) x 3 (short-range or mid-range or long-range). Examples of the twelve types of goals that teachers documented are in Table IX.6. The types of goals teachers chose to document, the number/percent of teachers choosing to document each goal type, and the minimum and maximum number of particular goal types documented by individual teachers are shown in Table IX.7.

What Influenced the Goals that Teachers Chose to Document?

Participating teachers wrote their own goals in whatever format they wished or would normally use. They did not select goals from a predetermined menu because one intent of the Student Achievement project was to determine what outcomes these teachers wanted for their students. After writing each goal, teachers were asked to reflect upon sources which had influenced their adoption of the goal. As documented in Table IX.8, the following sources were cited: consultation with colleagues; guidelines (e.g., curriculum, district, professional association, school, state); available methods and materials (e.g., curriculum materials/packages, Kentucky Essential Skills list, prescribed scope and sequence, standardized tests); professional development activities (e.g., coursework, inservice training, workshops, professional literature); professional judgment (based on experience, observation, past student performance, personal belief, importance to upcoming learning, etc.); and/or a variety of rules and regulations (e.g., district-level, state or federal law, professional ethics, school rules).

How Did Teachers and Their Principals Assess the Educational Significance of Each Goal?

A concern of both project participants and educators consulted during the proposal stages of the Student Achievement project (refer to Appendix IX.C for proposal) was that teachers might be unduly rewarded for accomplishing trivial goals. Hence, an attempt was made to gauge the educational significance of each of the goals documented which was done by having each participating teacher and his/her principal use a five-point scale to agree on the educational significance of each of the teacher's goals. A rating of five represented highly significant; a rating of one represented insignificant. The mean goal significance ranged from 2.75 - 4.83 across each of the 26 teachers. The grand mean (across all goals and all teachers) was 4.50. Teachers also were asked to provide the Student Achievement Project Director with a rationale for each rating. Depending on participating principals' involvement in the Student Achievement Outcome goal negotiation process, these rationales may have resulted from the teacher-principal conferences or they may have resulted from the teacher alone. When teachers

Table IX.6

Examples of Different Types of Goals

Types of Goal	Examples
Specific (S), Academic (A), Short-range (SR)	"All third grade students will learn to forward roll." "The student will be able to identify 90% of the major parts of a 3-horse-power Briggs and Stratton engine."
S,A, Mid-range (MR)	"All students in the class who decide to use the English Advanced Placement (A.P) test will make a score of 3 or above." "All second graders will know the addition and subtraction facts."
S,A, Long-range (LR)	"Determine why my students, who are a cross section of high school students, achieve and excel to a higher degree than the average public school art student, and how I might yet improve their program for a still higher quality."
S, Nonacademic (N), SR	"Students will be able to tie their shoes 100% of the time when asked to do so." "To increase the efficiency and thoroughness of cleaning the lab after dissection."
S,N,MR	"To influence Junior Advanced Math students to continue with their math studies and take calculus during their senior year." "To encourage students to take the Advanced Placement (A.P.) test."
S,N,LR	"Positively affect the student's ability for self-control in conversation and entrance into class."
General (G), A,SR	"Help students improve their speech patterns by eliminating such expressions as 'is you,' 'he do,' and 'ain't.'
G,A,MR	"To improve student's writing skills." "The students in two Chemistry I sections will demonstrate adequate retention of class material for an extended period of time. (90% will pass the final exam)."
G,A,LR	"To promote higher levels of thinking (application, analysis, syntheses, evaluation). "Student will improve test-taking skills (proofread answers, slow down, decrease level of anxiety) to level of passing in regular, 'mainstream' health and geography classes."
G,N,SR	"Ninth grade students will be in their seats and ready to begin class when the bell rings." "To encourage two particular students to turn their essays in on time."
G,N,MR	"Affect a positive change in student preparedness (i.e., on time, materials in hand)." "Help improve a particular student's self-concept so that he will want to stay out of in-school suspension this school year."
G,N,LR	"To encourage an habitual absentee to stay in school." "To help students exercise self-reliance in working independently."

Table IX.7

Goal Types Documented by Teachers

Goal Type	Number (%) of Total Goals	Number (%) of Teachers Selecting Goal Type	Range for Individual Teachers
Specific (S), Academic (A), Short-range (SR)	9 (8%)	8 (31%)	0 - 2
S, A, Mid-range (MR)	32 (29%)	20 (77%)	0 - 3
S, A, Long-range (LR)	1 (<1%)	1 (4%)	0 - 1
S, Nonacademic (N), SR	3 (3%)	3 (12%)	0 - 1
S, N, MR	9 (8%)	7 (27%)	0 - 2
S, N, LR	2 (2%)	2 (8%)	0 - 1
General (G), A, SR	4 (4%)	4 (15%)	0 - 1
G, A, MR	10 (9%)	9 (35%)	0 - 2
G, A, LR	6 (5%)	5 (23%)	0 - 1
G, N, SR	6 (5%)	6 (23%)	0 - 1
G, N, MR	13 (18%)	13 (50%)	0 - 1
G, N, LR	16 (14%)	12 (46%)	0 - 2

Table IX.8

Sources Influencing Goal Adoption

Sources Influencing Goal Adoption	Number (%) of Goals Reflecting Source*	Number (%) of Teachers Citing Source	Range of Citation for Individual Teachers
Consultation	2 (2%)	2 (8%)	0 - 1
Guidelines	27 (24%)	18 (69%)	0 - 3
Methods/Material	48 (43%)	24 (92%)	0 - 3
Professional Development Activities	74 (67%)	26 (100%)	1 - 6
Professional Judgment	74 (67%)	25 (96%)	0 - 4
Rules/Requirements	4 (4%)	3 (12%)	0 - 2

*Goals may be influenced by more than one source.

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determined rationales in isolation, they may have done so either before or after conferencing with their principals. Examples of rationales provided for ratings of 5 (highly significant) included: "the skill is basic to further studies in chemistry," "the student will need to be self-reliant to be successful in college-level work," and "if students do not attend class, they cannot learn." These rationales may later be taken into account if goal ratings are to be calibrated on a larger scale for use with teachers in general.

How Did Teachers and Their Principals Assess the Ease (Difficulty) of Reaching the Goals?

A major concern of project participants and educators consulted during the preparation of the project proposal was that the difficulty of attaining any particular goal be taken into account when assessing the degree to which the goal had been met. Therefore, each teacher and his/her principal were asked to agree, using a five-point scale, on the ease (or difficulty) of accomplishing each goal. A rating of 5 represented a very difficult goal; a rating of 1 represented a very easy goal. The mean of goal difficulty ratings for each of the 26 teachers ranged from 3.0 - 4.8. The grand mean was 3.97. Again teachers were asked to provide rationales for each rating. For example, a rating of 4 was assigned because "students are not accustomed to exercising their brains"; a rating of 5 was assigned because "the student has a poor attitude toward school"; a rating of 2 was assigned because "students are eager to learn this -- they asked if they could." These rationales may later be used to guide larger scale calibration efforts.

What Factors Did Teachers and Their Principals Think Would Influence the Teacher's Abilities to Achieve Their Goals?

If factors beyond the teacher's control are to be taken into account when attributing student outcomes to teachers, then it becomes important to determine what those factors are. The educational research literature (see Appendix IX.A) tells us that innate ability, prior experience, and socioeconomic factors influence measures of academic achievement. Teachers participating in the Student Achievement project certainly subscribe to the findings reported in the literature. They also cited student behaviors, attitudes, and affect as well as various support systems (e.g., parent/home, colleague, administration, budget) as having an influence. Of the "support" citations, home support was by far the most prevalent (12 of 16 citations). A summary of the factors cited as influencing ease/difficulty of goal attainment appears in Table IX.9.

What Types of Information Did Teachers Plan to Use to Document Goal Attainment?

Teachers were asked to specify the kind of information they would use to provide evidence of the degree to which any particular goal had been achieved. Throughout the project, some of these prespecified plans necessarily changed. For example, one teacher planned to use evaluations by persons attending a health fair conducted by her students as a measure of the students' knowledge of the skills taught in preparation for the fair. After consultation with the Project Director, it

Table IX.9

Factors Influencing Ease/Difficulty of Goal Attainment

Factor	Number (%) of Goals Affected by Factor*	Number (%) of Teachers Citing Factor	Range of Citations for Individual Teachers
Students' Abilities	56 (50%)	20 (77%)	0 - 6
Students' Opportunities/ Experience	10 (9%)	6 (23%)	0 - 3
Classroom Conditions	1 (<1%)	1 (4%)	0 - 1
Students' Psychosocial/ Behavioral Characteristics	25 (23%)	14 (54%)	0 - 3
Socioeconomic Status (SEC) of Student's Family	27 (24%)	15 (58%)	0 - 4
**Support (from students' families, administrators, colleagues, budgetary)	16 (15%)	11 (42%)	0 - 4

*More than one factor may influence goal attainment

**12 of the 16 cited "home support"

was decided that the students' performance of the tasks required for success of the fair (e.g., accurate monitoring of blood pressure) would provide more direct documentation of the desired outcome (i.e., student ability to apply their knowledge).

Preplanned forms of documentation included: charts, checklists, contest/competition ratings, course and/or teacher evaluation forms, behavioral observations, attendance records, grades, referrals, professional reports, and test scores. Most of the tests used were not standardized. A summary of the documentation preplanned by participating teachers is presented in Table IX.10, and it reflects the repertoire of mechanisms considered by the teachers.

How Did Teachers and Their Principals Assess the Relationship Between the Teachers' Goals and Proposed Documentation?

A particularly difficult task was defining goals in such a way that their outcomes could be documented or measured. Thus, teachers, along with their principals, were asked to assess the relationship between each of their goals and the documentation proposed for demonstrating the degree of goal realization. This assessment was made using a five-point scale with five representing a superior relationship and one representing a poor relationship. The mean relationship for individual teachers ranged from 3.25 to 5.0. The grand mean across all teachers and goals was 4.34. Teachers were asked to provide a rationale for each rating for

Table IX.10

Planned Documentation of Goal Attainment

Type of Documentation	Number (%) of Goals to be Documented	Number (%) of Teachers Citing Documentation Type	Range of Citations for Individual Teachers
Charts	2 (2%)	2 (8%)	0 - 1
Checklists	7 (6%)	5 (19%)	0 - 2
Performance Ratings	2 (2%)	2 (8%)	0 - 1
Evaluation Forms	4 (4%)	3 (12%)	0 - 2
Records of Observations	31 (28%)	19 (73%)	0 - 3
Attendance Records	7 (6%)	6 (23%)	0 - 2
Task Completion	10 (9%)	8 (31%)	0 - 2
Records of Demerits/Infractions	8 (72%)	8 (31%)	0 - 1
Records of Merits (compliance)	1 (<1%)	1 (4%)	0 - 1
Grades	12 (11%)	8 (31%)	0 - 3
Timely Turn-in of Assignments	3 (3%)	3 (12%)	0 - 1
Referrals	1 (<1%)	1 (4%)	0 - 1
Professional Reports	1 (<1%)	1 (4%)	0 - 1
Standardized Test Scores	11 (10%)	8 (31%)	0 - 3
Other Test Scores	35 (32%)	22 (85%)	0 - 3

possible future use. An example of a rationale for a rating of 5 was "the outcome is easy to see--either the students pronounce the words correctly or they don't"; an example of a rationale for a rating of 3 was "documentation is too subjective."

When Did Teachers Gather Their Documentation Data?

The nature of particular goals often determined the optimal or most efficient time for collecting evidence of progress or goal attainment. For example, mid-range academic goals might be efficiently monitored via pretesting at the beginning of a semester or year and posttesting at the end of a semester or year. However, monitoring progress toward specific objectives necessary for meeting the mid-range goal may require monitoring at the end of each instructional unit. When modifying behaviors, it is tempting to cease monitoring once the behavior is acceptable; however, from an evaluation standpoint, it is critical that the changed behavior be maintained over time.

Teachers varied greatly in their specification of times for collecting documentation data; these variations seem warranted in light of their different goals. Examples of the data collection schedules adopted by the teachers include: (a) as necessary; (b)**beginning** and/or **throughout** and/or **ending** of a week, month, unit, semester, etc.; (c) **each** class, day, week, month, etc.; and/or (d) **after** a specific event, (e.g., after a test).

The data concerning schedules for collection of documentation data are summarized in Table IX.11.

How Did Teachers Assign Meaning to Their Documentation Data?

If documentation of goal progress is to be assessed, the data must take on an interpretable form. For example, it is difficult to defensibly interpret the meaning of a notebook containing a student's writing assignments. It is relatively easy to defensibly interpret the meaning of a list of scores representing a student's performance on each of those same writing assignments when the criteria for scoring are clearly specified. A task of teachers participating in the Student Achievement project was to specify how they assigned meaning to the data collected for documentation purposes. The techniques they used, as summarized in Table IX.12, included: average (mean) values; categorical ratings (e.g., excellent vs. good vs. average vs. fair vs. unacceptable; complete vs. incomplete vs. not attempted); certificates representing accomplishment; work samples; frequency counts; grades; letters/abbreviations (e.g., Ex for excused, T for tardy, P for partial mastery); proportions; points; scores; stickers representing compliance; symbols (e.g., checkmarks, Xs, + signs, - signs); tallies; and notes or anecdotal records.

How Did Teachers Try to Make Their Documentation Fair to Students?

A major concern is that any evaluation be fair or unbiased, either positively or negatively, toward students and teachers. Here, teachers were asked to describe the efforts they made to ensure that evaluation procedures used were fair to their students. This procedure was included because documentation that may make a teacher look good (e.g., high test scores) might be bad for students (e.g., an easy test for which students had to learn little or nothing). The teachers' responses to the question stated above are summarized in Table IX.13 and included: allowing adequate time for students to learn material and prepare for exams; protecting student anonymity (e.g., by not reading their names before grading assignments, omitting names from class records of scores); averaging of several scores obtained at various times rather than depending on one score to represent overall achievement; providing clear instructions and expressions of expectations; treating all students in the same way; randomly selecting data collection times; preplanning/announcing data collection times; providing students with feedback regarding their progress; predetermining/announcing grading criteria; providing for independent (external) evaluation; providing instruction at levels appropriate to students' abilities and prior experience; providing for individual differences; instructional

Table IX.11

Documentation Schedules

Type of Schedule	Number (%) of Pertinent Goals	Number (%) of Teachers Citing Schedule Type	Range of Citations for Individual Teachers
As Necessary	2 (2%)	2 (8%)	0 - 1
Beginning and End of Grading Period	1 (<1%)	1 (4%)	0 - 1
Middle and End of Grading Period	1 (<1%)	1 (4%)	0 - 1
End of Grading Period	9 (8%)	7 (27%)	0 - 3
Beginning of Month	2 (2%)	2 (8%)	0 - 1
End of Month	1 (<1%)	1 (4%)	0 - 1
*Beginning of Project	1 (<1%)	1 (4%)	0 - 1
*Beginning and Middle of Project	1 (<1%)	1 (4%)	0 - 1
Beginning and End of Project	3 (3%)	2 (8%)	0 - 2
Beginning, Middle, and End of Project	3 (3%)	3 (12%)	0 - 1
End of Project	1 (<1%)	1 (4%)	0 - 1
**Beginning and Middle of Semester	1 (<1%)	1 (4%)	0 - 1
End of Semester	3 (3%)	3 (12%)	0 - 1
*Beginning of Unit	1 (<1%)	1 (4%)	0 - 1
Beginning and End of Unit	6 (5%)	8 (23%)	0 - 1
Beginning, Middle, and End of Unit	1 (<1%)	1 (4%)	0 - 1
End of Unit	10 (9%)	9 (35%)	0 - 2
End of Week	1 (<1%)	1 (4%)	0 - 1
*Beginning of Year	1 (<1%)	1 (4%)	0 - 1
Beginning and End of Year	3 (3%)	3 (12%)	0 - 1
Beginning, Middle, and End of Year	3 (3%)	3 (12%)	0 - 1
End of Year	5 (5%)	4 (15%)	0 - 2
Throughout Specified Period	39 (35%)	20 (77%)	0 - 4
Each Specified Unit of Time	19 (17%)	11 (42%)	0 - 3
A Specific, Designated Time or Date	6 (5%)	4 (15%)	0 - 2
Randomly Selected Times	3 (3%)	2 (8%)	0 - 2

Note: The same teacher may adhere to different schedules for different goals.

*Documentation throughout a time period (e.g., 20 minutes each day at the beginning of a project)

**Eight-week class starting at the beginning and ending at the middle of a semester

Table IX.12

Assignment of Meaning to Documentation Data

Representation of Meaning	*Number (%) of Goals Represented	Number (%) of Teachers Using Representation	Range of Citations for Individual Teachers
Average Value	1 (<1%)	1 (4%)	0 - 1
Categorical Ratings	7 (6%)	7 (27%)	0 - 1
Certificates	1 (<%)	1 (4%)	0 - 1
Work Samples	4 (4%)	3 (12%)	0 - 2
Frequency Counts	21 (19%)	15 (58%)	0 - 3
Notes and Anecdotes	9 (8%)	8 (31%)	0 - 2
Grades	15 (14%)	8 (31%)	0 - 4
Letter/Abbreviations	8 (7%)	4 (15%)	0 - 4
Proportion	33 (30%)	15 (58%)	0 - 4
Points	3 (3%)	3 (12%)	0 - 1
Scores	6 (5%)	4 (15%)	0 - 2
Stickers	4 (4%)	3 (12%)	0 - 2
Symbols	17 (15%)	13 (50%)	0 - 2
Tallies	5 (5%)	4 (15%)	0 - 2

*More than one representation of meaning was assigned to some documenting data (e.g., checkmarks to show individual student's mastery and proportion to represent level of class mastery).

and assessment, (e.g., administering oral tests to nonreaders); rewarding positive behavior; allowing students to evaluate the class/teacher; and using assessment techniques deemed valid for the purpose at hand.

What Criteria Were Used to Assess The Degree to Which Goals Were Achieved?

To evaluate the degree to which each goal had been attained, it was necessary to determine what level of performance would constitute expected progress. Regardless of the various criterion measures, levels of expectation differed from teacher to teacher and from goal to goal according to any given situation. The criteria stated by teachers were in terms of: designated amounts of **change** in performance from one point in time to another; competitive acceptance rates (e.g., art shows); levels of conformity or compliance; grades (of various kinds, including points, proportions, and letter grades); infractions; mastery; participation; and number or proportion of students passing any given hurdle. The terms in which criteria for progress were defined are summarized in Table IX.14.

Table IX.13

Strategies Used By Teachers to Ensure Fairness

Strategy	*Number (%) of Goals to which Strategy Applied	Number (%) of Teachers Using Strategey	Range of Citations for Individual Teacher
Adequate Time Allowed	7 (6%)	5 (19%)	0 - 2
Student Anonymity Protected	5 (5%)	3 (12%)	0 - 3
**Average of Multiple Data Points Used	1 (<1%)	1 (4%)	0 - 1
Clear Instructions/Expectations	3 (3%)	2 (8%)	0 - 2
Equal/Uniform Treatment of Students	26 (23%)	14 (54%)	0 - 4
Preplanned Announced Evaluation Points	14 (13%)	5 (19%)	0 - 5
Preplanned/Announced Grading Criteria	6 (5%)	4 (15%)	0 - 2
Independent (External) Evaluation	9 (8%)	5 (19%)	0 - 2
Instruction at Appropriate Ability/Experience Level	5 (5%)	4 (15%)	0 - 2
***Options Provided for Meeting Task Requirements	1 (<1%)	1 (4%)	0 - 1
Provide for Individual Differences	12 (11%)	6 (23%)	0 - 3
Randomly Determined Data Collection\Times	16 (14%)	9 (35%)	0 - 4
Reward Positive Behavior	2 (2%)	2 (8%)	0 - 1
Students Evaluate Teacher/Class	1 (<1%)	1 (4%)	0 - 1
Teacher Deems Assessment Technique Valid for Purpose at Hand	41 (37%)	21 (81%)	0 - 3

*More than one strategy may apply to any particular goal.

**Used multiple writing samples to assign a weekly writing grade

***Other teachers considered "options" as providing for individual differences.

What Was the Nature of the Discussions Between Teachers and Their Principals (Conference #1)?

Basically, the data yielded by the Goal Assessment Documentation Form (Conference #1) indicated that little discussion took place. This indication is substantiated by the interview data to be described later in this chapter. Any discussion that did occur primarily centered on clarification and explanation of the teacher's intent and/or the prinicpal's concern with student safety and/or the subjectivity of some evaluation strategies. In one instance, the principal questioned the educational significance of a proposed goal (being prepared for class);

Table IX.14

Terms by Which Criteria for Progress Were Stated

Criteria	Number (%) of Goals to be Assessed According to Criterion	Number (%) of Teachers Stating Criterion in Terms of Expectation	Range of Citations by Individual Teachers
Change (specified number, proportion, level)	35 (32%)	20 (77%)	0 - 3
Acceptance Rate (contests, displaying, shows)	2 (2%)	2 (8%)	0 - 1
Conformance/Compliance (specified number, proportion, level)	14 (13%)	8 (31%)	0 - 3
Grades (points, proportions, letter grades)	8 (7%)	5 (19%)	0 - 2
Infractions (specified number, proportion, level)	3 (3%)	3 (12%)	0 - 1
Mastery (specified number of students reaching, percent or level constituting)	23 (21%)	12 (46%)	0 - 3
Participation	3 (3%)	3 (12%)	0 - 1
Passing (number or percent of students passing criterion for passing)	8 (7%)	4 (15%)	0 - 3

in another instance a principal told a teacher how to obtain helpful information. In general, the data suggest that principals were supportive but not particularly involved. Little evidence of actual negotiation was provided. For the most part, it appears that teachers presented their plans and their principals agreed with them.

How Did Teachers and Their Principals Rate the Teachers' Progress?

In late April or early May 1987, each participating teacher met with his/her principal to reach agreement on the degree to which each of the teacher's goals had been met. A five-point scale, ranging from 5 (representing significant progress) to 1 (representing no progress), was used to assign the ratings. The mean ratings for individual teachers across goals ranged from 2.0 to 5.0. The grand mean across all teachers for all goals was 3.56. The rationales provided by teachers for the assigned ratings are summarized in Table IX.15. In addition to the tabled data, it is noteworthy that 18 of the 26 teachers described or provided an anecdotal account of the outcomes associated with their efforts. See Table IX.16 for several examples.

What Was the Nature of the Discussions Between Teachers and Their Principals During Conference #2?

As with Conference #1, Conference #2 seemed to generate little discussion or negotiation. In fact, six teachers reported

Table IX.15

Rationales for Progress Ratings*

Rationale	Number (%) of Goal Ratings Rationale Applied to	Number (%) of Teachers Using Rationale	Range of Citations for Individual Teachers
Amount of Progress (Change compared to a criterion)	35 (32%)	16 (62%)	0 - 5
Relationship Between Prestated Criteria for Expectation and Observed Outcome	59 (53%)	18 (69%)	0 - 5
The Pre-established Criteria for Expectation were Inappropriate	6 (5%)	6 (23%)	0 - 1
The Goal was Inappropriate	6 (5%)	6 (23%)	0 - 1
Reasoned Judgment	21 (19%)	12 (46%)	0 - 4
Subject Judgment	7 (6%)	4 (15%)	0 - 3
Observations	6 (5%)	6 (23%)	0 - 1
Documentation Not Available (e.g., Advanced Placement test scores)	7 (6%)	6 (23%)	0 - 2
Uncontrollable Factors (e.g., illness, ability, heritage)	12 (11%)	8 (31%)	0 - 3

*More than one rationale may apply to a rating.

Table IX.16

Examples of Outcome Descriptions and Anecdotes

"Each class must be told to wear goggles at every lab -- all the students don't comply otherwise."

"We went beyond our goal (for expected progress) but I thought the students could have gone beyond what they did."

"I was somewhat disappointed that only one student reached the 100% goal. However, basically I was pleased with their progress as a group especially as two out of the group are very low functional readers and they all reached over 90% accuracy."

"_____ has turned in much neater work over the last quarter. He seems to take more time."

"_____ now takes his test with almost no prompting to slow down and with very minimal help with reading. However, he still prefers not to take his test in the regular classroom."

"Even though the number of office referrals was reduced, the majority of the students made a score of 70 or lower on the posttest."

"The student has shown interest in participating in class. He seems to think deeper and offer more responses than before our conference."

"Results taken from classroom chart show 79% more merits than demerits. I expected at least 80% more merits. I felt that I had set my expectancy level too high. Principal feels other factors involved."

"Because of their interest in a second language, the students were very receptive to the new vocabulary words. Because of time (lack of) only 28 words were introduced."

that "no discussion" occurred. When discussion occurred, it primarily centered around: (a) the nature of the intervention that resulted in the degree of goal attainment and/or (b) planned or incidental student outcomes. The second most frequent source of discussion was the rating assigned to "progress toward goal attainment" and the reasons for that rating.

What Sorts of Documentation Were Actually Submitted?

The types of documentation actually submitted compared favorably with the types of documentation teachers planned to submit, as described in a previous subsection of this chapter, and included:

1. Anecdotal records (e.g., notes of events occurring in the home that might have influenced a student's behavior or performance on any particular day).

2. Proportions (e.g., percent of items correct on a test, percent of assignments completed on time, percent of skills mastered as demonstrated on a performance test).

3. Symbols (e.g., checkmarks on a checklist representing completion, plus marks representing satisfactory performance, minus marks representing a need to reteach and/or retest).

4. Scores other than standardized test scores (e.g., number correct, composite scores across several assignments and/or quizzes and/or tests).

5. Standardized test scores (e.g., Advanced Placement test scores).

6. Work samples (e.g., copies of laboratory reports, handwriting); grades (letter grades, grades representing satisfactory versus unsatisfactory, pass/fail).

7. Office records (e.g., attendance records, records of disciplinary infractions).

A summary of the types of documentation actually submitted is presented in Table IX.17.

What Formats Did Submitted Documentation Assume?

Regardless of the type of documentation submitted, that documentation assumed a variety of formats. Formats, as summarized in Table IX.18, included: narration, appropriately marked calendar pages (showing the dates on which particular events occurred), gradebook pages (usually with students' names removed), lists, histograms and other graphs, tables and other charts, and/or checklists (none of which were Kentucky Essential Skills Lists).

How Much Documentation Per Goal was REALLY Submitted?

Student Achievement project participants decided in September 1986 that documentation per goal should be limited to a page. Teachers were able to do so for 63 of their 111 goals. Documentation in excess of a page usually included work samples or information on multiple classes.

Table IX.17

Types of Documentation Actually Submitted

Type of Documentation	Number (%) of Pertinent Goals	Number (%) of Teachers Selecting Documentation Type	Range of Citations for Individual Teachers
*Anecdotal	33 (30%)	15 (58%)	0 - 5
Proportions	23 (21%)	12 (46%)	0 - 3
Symbols	12 (11%)	8 (31%)	0 - 2
Scores (other than standardized test scores)	19 (17%)	12 (46%)	0 - 3
**Work Samples	4 (4%)	4 (15%)	0 - 1
Grades	4 (4%)	3 (12%)	0 - 2
***Standardized Test Scores	6 (5%)	2 (8%)	0 - 3
Office Records	1 (<1%)	1 (4%)	0 - 1

*Eight teachers representing 17 goals relied exclusively upon anecdotal records; the remaining seven teachers representing 16 goals additionally used other forms of documentations.

**Only two of these teachers relied exclusively upon work samples as documentation.

***Only two of these goals, both stemming from the same teacher, were exclusively reliant upon standardized test scores for documentation.

Table IX.18

Formats Assigned by Submitted Documentation

Format	Number (%) of Goals Documented Using Format	Number (%) of Teachers Using Format	Range of Citations by Individual Teachers
*Narrative	55 (50%)	21 (81%)	0 - 4
Marked Calendar Page(s)	2 (2%)	2 (8%)	0 - 1
Grade book page(s)	20 (18%)	10 (38%)	0 - 3
List	13 (12%)	8 (31%)	0 - 3
Graphs/Histograms	18 (16%)	8 (31%)	0 - 5
Tables/Charts	24 (22%)	14 (54%)	0 - 4
Checklists	11 (10%)	6 (23%)	0 - 3

*Twenty-two goals represented by ten teachers had narration as the exclusive form of documentation. However, most narratives provided a data-based summary.

Were the Submitted Data Summarized for Ready Interpretation?

Data for 74 of the 111 goals, representative of 22 teachers, were summarized. Summaries included such things as measures of central tendency (e.g., a mean) for a list of scores or a sum for a row of checkmarks.

Were the Submitted Data Accurate?

Accuracy of computations was checked. Of the **summarized** data (n=74 goals), the data were accurately summarized for 73. However, the accuracy of the raw data could not be checked. A check for the accuracy of narrative, anecdotal, etc., was not possible.

Results: Interviews with Student Achievement Project Participants, Students, Parents, and Principals

In January project participants were interviewed using the focus group interview technique described in Chapter VII. The purpose of these interviews was to address various issues arising out of the first semester's involvement with the Student Achievement project (e.g., the fairness of a system based upon teacher-principal negotiation, support needs). The information yielded by those interviews is **briefly summarized** in the next paragraph. A **detailed account** of the interview data appears in the separate **Expected Student Achievement Technical Report.**

Overall, Student Achievement project participants defined achievement very broadly. In fact, in considering student outcomes they considered them as uniquely attributable to themselves, project participants were more concerned with nonacademic, compared to academic, outcomes (e.g., behaviors, affects, skills, attitudes). They were uncertain as to how those outcomes might be fairly incorporated into a teacher evaluation system; but, in general, they felt that such outcomes could be fairly considered given a colleagial relationship with a knowledgeable evaluating supervisor.

To verify the perceptions of Student Achievement project participants, additional interviews were conducted with groups of parents, students, and individual principals. The data yielded by these interviews are **briefly summarized** in the following paragraphs. Detailed accounts of the interviews are provided in the separate **Expected Student Achievement Technical Report.**

The focus group interview technique was used to interview 23 parents. Like teachers, parents broadly defined achievement. With few exceptions, parents recalled positive school learning experiences centering on nonacademics (e.g., feelings of self-confidence). These parents wanted their children to be in the classrooms of "caring" teachers. Learning specific academic skills was not volunteered as a valued outcome of schooling. Parents felt that students' test scores **might** be one piece of information considered in the evaluation of teachers but that other outcomes were of equal, if not greater, importance.

High school students (n=59) were also interviewed using the focus group interview technique. Students, like teachers and parents, did not focus on school as a place for learning facts and basic skills. They generally emphasized the importance of classroom learning that they could not obtain in books (e.g., enthusiasm for a subject). For a variety of reasons (detailed in the **Expected Student Achievement Technical Report**), students thought it would be unfair to use their test scores to evaluate teachers.

Structured (scripted) telephone interviews were conducted with the principals of the Student Achievement project participants. Written permission of the teachers to conduct these interviews was obtained before the interviews were conducted. Similar to the other interview groups, principals emphasized the importance of nonacademic outcomes (e.g., self-discipline). Principals were more concerned with the subjectivity of nonstandardized test data than were the other groups of interviewees.

Results of the interviews with project participants, students, parents, and principals imply a unanimous appreciation for the need to hold teachers accountable for student achievement. They also raise the question: "Who is influencing policy makers to define achievement as standardized test scores?"

Finally, exit interviews were conducted with project participants. One purpose of these interviews was to provide project participants with a final opportunity to voice any concerns or suggestions they might have as a result of their participation in the Student Achievement project. Throughout these interviews, the need for a teacher evaluation system was recognized; however, a number of concerns regarding the nature of the system were expressed.

One concern was that teachers would work toward outcomes they knew they could achieve in order to be evaluated highly. If this pattern becomes established, then teachers will not grow. Somehow the system needs to allow teachers to take risks and develop as professionals without being penalized.

Another concern was that the system be flexible enough to allow for changes throughout the course of a school year. For example, teachers have no control over which students move. It would be unfair to penalize a teacher for not meeting a goal concerning a student who moved away. Likewise, it would be unfair to make a teacher stick to a documentation scheme described early in the semester when he/she thought of a more valid scheme later in the semester.

Project participants were further concerned that teachers not be judged on factors over which they have no control (e.g., students' home environment, ability). They also said it would be important to have access to professionals, including their principals and supervisors, who could help them do a better job of teaching and help them get the job (of documenting Student Achievement Outcomes) done.

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Classroom Observations and Dialogues with Project Participants

Classroom Observations and Dialogues

Throughout the Pilot Project and Student Achievement project year, it became increasingly apparent that the teachers participating in the Student Achievement project could help solve a "sticky" technical problem. That problem concerned the validity of the Pilot Project instruments in at least two ways:

1. Could the use of the Classroom Observation Instrument and the Dialogue Instrument be generalized to a sample of teachers other than those participating in the Pilot Project (e.g., to those participating in the Student Achievement project)?

2. Would the Student Achievement project participants "look good" on the Classroom Observation and Dialogue Instruments, since these participants had been specially recommended for project participation?

To help address these questions, 18 of the 26 teacher participants in the Student Achievement project consented to being observed twice and dialogued twice by trained Pilot Project observers. Results of the preliminary analyses are described in the **Expected Student Achievement Technical Report**.

The Relationship Among Data Sets

The following relationships are described in the **Expected Student Achievement Technical Report**. The analyses have been based on only those 18 Student Achievement project participants who were observed twice using the Classroom Observation Instrument and interviewed twice using the Dialogue Instrument.

1. The relationship between Classroom Observation scores and Dialogue scores.

2. The relationship between Classroom Observation scores and the Student Achievement Outcome goal ratings agreed upon by teachers and their principals.

3. The relationship between Dialogue scores and the Student Achievement Outcome goal ratings agreed upon by teachers and their principals.

Next Steps

In order to continue the development and testing of a teacher evaluation system that calls for teacher accountability and allows for professional development, at least the following events would need to occur over a continuing two- to four-year period of time:

1. Determine if a relatively large number of teachers and principals, given adequate training and support, are able to negotiate Student Achievement Outcome goals and appropriate assessments for goal attainment.

2. Determine if this relatively large number of teachers and principals could provide a sufficient variety of Student Achievement Outcome goals and assessment techniques for the development of a menu from which core goals and assessment techniques could be validated against professional consensus.

3. Determine the number of teachers with whom principals or other supervisors could reasonably work.

4. Test a system for taking Student Achievement Outcome goal significance and difficulty into account.

5. Determine the degree to which the process is able to differentiate good teachers from the best teachers.

6. Develop and test an appeals process.

7. Determine how to provide school personnel with the ongoing support needed to maintain development efforts to enhance Student Achievement Outcomes.

8. Develop and test instruments for specifying, documenting, and evaluating Student Achievement Outcome goals.

9. Develop and test training programs for teachers and the supervisors responsible for assisting and/or evaluating them.

CHAPTER TEN

THE KENTUCKY TEACHER INVENTORY SURVEY

Introduction

The Kentucky Teacher Inventory was developed to supplement other data collected during the Kentucky Career Ladder Pilot Project. Early in the conduct of the Pilot Project it was decided the primary objective of responding to the 10 research assertions outlined in the "Blue Book" would not yield sufficient information on contextual issues such as the influence of other teachers and school level organizational constraints of teaching performance. If the Pilot Project were to provide information on such related questions, it was decided that the scope of the research would have to be expanded beyond the mandated questions in the "Blue Book." Time, logistics, and funding precluded anything more ambitious than undertaking a one-time survey in late Spring, 1987 to investigate the following:

1. Teachers' attitudes toward career ladders and their knowledge of the Pilot Project.

2. Teachers' attitudes toward teacher evaluation systems and the three components of the Pilot Project in particular.

3. Teachers' attitudes toward their responsibility for student achievement and their beliefs about the validity of attributing student achievement to teacher performance.

4. The relationship between effectiveness of individual teachers and the effectiveness of schools.

5. The extent to which participating Pilot Project teachers communicate to other non-Pilot Project teachers in their own building and across the state (to matched control schools, for example) regarding career ladders, teacher evaluation, and other related topics.

6. The extent to which engaging in the teacher evaluation process in the Pilot Project impacted cooperation among teachers (i.e., the extent to which a career ladder would pit teachers against one another and do irreparable harm to the sense of harmony among a faculty that is needed for successful schools).

7. The relationship between teachers' expectations for student achievement and level of teacher effectiveness (i.e., the connection between expectations and commitment on the one hand and technique and performance on the other).

8. The relationships among principals' instructional leadership, teacher effectiveness, and school effectiveness.

9. The impact of the Pilot Project on the effectiveness of principals' instructional leadership.

10. The impact of the Pilot Project on the effectiveness of teachers' instructional behavior.

11. The impact of the Pilot Project on the overall quality of school effectiveness.

Dr. Gordon Ruscoe, Professor of Educational Foundations at the University of Louisville with research specialties in survey methodology, statistics, and organizational theory, was contacted to be Project Director of the survey. A memorandum of agreement between the University of Louisville and the Kentucky Career Ladder Commission was signed for the period from March 18-June 30, 1987. The University was responsible for designing and printing of the survey, training the data collectors, cooperating with the Kentucky Career Ladder Commission in the selection and solicitation of control schools, coordinating data collection, conducting preliminary data analysis, writing a summary of the survey for inclusion in the final research report of the Pilot Project, and coordinating all activity with the Director of Research at Western Kentucky University.

The memorandum of agreement which funded the Kentucky Teacher Inventory expired June 30, 1987. An amendment to the memorandum of agreement between the University of Lousiville and the Kentucky Career Ladder Commission provided funding for the completion of the data analyses reported in this chapter, profiles of results on the school effectiveness indicators for each of the 93 schools in the survey, and other research still in progress. This Amendment covered the period from July 1 - December 31, 1987 and provided salary, fringe benefits, and materials for the team of researchers at the University of Louisville. Project staff included Drs. Miller and Ruscoe, research associates, and secretarial support.

Instrument Development and Administration

Instrument Development

The Kentucky Teacher Inventory was designed to assess the extent to which participation in the Pilot Project affected participants' attitudes toward evaluation, professional development, interaction with other teachers and with administrators, and public support. Specifically, the Kentucky Teacher Inventory addressed the following questions:

--how did teachers who participated in the Pilot Project feel about the idea of a statewide career ladder?

--what did participants perceive as the effect of career ladder on teacher interaction with other teachers (e.g., was there less cooperation, more competition)?

--were there changes in participants' relations with administrators and did participants believe that principals could be unbiased evaluators?

--did participants think that the evaluation methodology of the Pilot Project was equitable?

--did participants think that the concept of a career ladder was practical in terms of implementation and gaining public and state support?

In addition, the Kentucky Teacher Inventory examined teachers' attitudes toward a number of issues indirectly related to the Pilot Project including: (a) the learning climate of the school, (b) teachers' sense of efficacy, (c) teacher expectations about present and future student achievement, (d) the mission of the school, and (e) the organizational structure of the school as it affects cooperation among teachers and between teachers and administrators.

Those sections of the Kentucky Teacher Inventory which dealt with learning climate were adopted from the work of Brookover, Beady, Flood, Schweitzer, and Wisenbaker (1979) and Brookover, McIntyre, Schweitzer, and Slawski (1984). Teacher efficacy and teacher cooperation questions were adapted from the work of Berman, McLaughlin, Bass, Pauly, and Zellman (1977) and Miskel, Bloom, and McDonald (1982) respectively. Some of the questions concerning achievement expectations were developed by Dr. Redfield (Western Kentucky University). Those sections of the survey dealing directly with teachers' attitudes toward a career ladder were developed by the research staff at the University of Louisville in consultation with the staff at Western Kentucky University.

The survey questions, compiled and refined during the Winter and Spring of 1987, were pretested on a small group of Jefferson County Public School teachers. The pretesting revealed minor flaws in question construction and instructions. In addition, the pretesting provided baseline data in terms of the time needed for the completion of the survey, which averaged approximately 55 minutes. (Copies of the final survey instrument and answer sheet are included in Appendix X.A.)

Population Studied

While the survey was being compiled and pretested, the research staff at the University of Louisville identified the population to which the instrument was to be administered. Participants and non-participants in the Pilot Project schools were the principal populations for which the Kentucky Teacher Inventory was designed. The 337 teachers who participated in the Pilot Project teach in 47 schools located primarily in rural, small town school districts (see Chapter IV for a detailed description of the participants).

In addition, teachers from 47 "control schools" who were not participating in the Pilot Project were also surveyed. (One control school later opted out of the study.) These control schools were included in the study in order to assess the extent to which Pilot Project participants might differ both from non-participants and from other teachers in the state. Each Pilot Project school was matched with a control school which, as much as possible, was roughly comparable in terms of type of district, grade-level configuration, size, region of the state, type of community, and economy.

Each school selected for inclusion in the study was contacted by Pilot Project staff in order to explain the nature of the research and to gain the approval of the school principal. Each district superintendent was also contacted. The scheduling of the survey administration was also arranged through these contacts.

Instrument Administration

Following the pretesting and revision of the Kentucky Teacher Inventory, data collectors were trained at the Shelby campus of the University of Louisville. Training was conducted by the Executive Director of the Pilot Project and by a University of Louisville research assistant. A total of 50 data collectors were trained during the two four-hour training sessions offered in late March and early April. Data collectors included personnel from the University of Louisville and from the Pilot Project.

During the training sessions, data collectors were introduced to the purpose of the survey and its contents. In addition, data collectors were given specific instructions as to the manner in which the instrument was to be presented to the administrators and staffs of the participating schools and ways in which to address possible questions. (See Appendix X.B for the set of materials and instructions used in the training sessions.)

Data collectors were, as much as possible, assigned schools within or adjacent to their regions of the state. The data collectors were supplied with all the materials necessary for the administration of the survey--survey booklets, precoded computer answer sheets, instructions, collection and mailing envelopes, and respondent voucher forms. (Each respondent not participating in the Pilot Project was paid $15 for his/her involvement in the study. In addition, each school secretary was paid $15 for her cooperation in facilitating the collection of the survey booklets. See Appendix X.C for copies of the materials distributed to the data collectors.)

Three procedures were used in the data collection. In some cases (group administration) the survey was administered to a school's teachers as a group with the data collector present to give instructions and answer questions. In other cases (self administration) the data collector gave the teachers instructions for completing the instrument and then had them complete the survey on their own and return it to the school secretary or principal for collection. In still other cases (combined administration) some of the teachers were given the survey as a group while absent teachers were left survey booklets to be completed and returned to the principal later. The number and percentage of survey booklets administered by each procedure are as follows: group administration, 576 booklets (24%); self administration, 938 booklets (38%); combined administration, 901 booklets (37%); and unknown, 25 booklets (1%).

Once the surveys were completed, the data collectors returned the answer sheets to the University of Louisville, where they were electronically scanned and computerized for analysis. The teacher voucher forms were returned to the Pilot Project office in Frankfort for processing.

Methodology and Analysis

Because of the very large data base of the study, it was necessary, where possible, to combine data items into sets, each measuring one of seven major elements: (a) demographic background,

(b) school learning climate, (c) teacher expectations, (d) organizational coupling and joint planning, (e) teacher accountability, (f) school mission, and (g) career ladder assessment. Two of these sections--demographic background and career ladder assessment--comprise the substance of this report.

In several instances, these major parts were further divided into subsections reflecting specific aspects of the topic considered. For example, school learning climate was separated into eight sets of factors such as administrative instructional leadership and grouping for instruction. The various subsections of the analysis are discussed below.

The initial analysis of each component of the questionnaire consisted of examining responses for all respondents and for respondents of different subgroups: (a) Pilot Project participants, (b) non-participants teaching in the Pilot Project schools, and (c) non-participants teaching in control schools.

This preliminary analysis was followed by an attempt to determine the extent to which items within each part "hung together"; that is, the extent to which various items could be statistically grouped into factors which measure meaningful and integrated concepts. The result of the analysis was the development of 14 additive "scales" which gauge the several concepts underlying the questionnaire items.

Finally, the analysis concentrated on examining different subgroups within the sample to determine if subgroup membership was associated with distinctively different responses to the various items of the questionnaire. In particular, this phase of the analysis focused on differences between Pilot Project participants and non-participants.

Results and Conclusions

Demographic Characteristics

The survey was completed in the Spring of 1987 by 2,440 teachers from the 93 Pilot Project and control schools. The demographic characteristics of the overall group (ALL), the Pilot Project participants (PART), and the non-participants (NON) are shown in Table X.1.

Table X.1
Demographic Characteristics of the KTI Respondents

		ALL	PART	NON*
Age:				
	24 or below	3.6%	0.0%	4.1%
	24 - 34	30.0	16.8	32.2
	35 - 44	42.6	55.9	40.5
	45 - 54	17.6	22.0	16.9
	55 or more	6.1	5.3	6.3

Table X.1 (Continued)

Sex:			
male	20.8%	24.0%	20.1%
female	79.2	76.0	79.9
Marital Status:			
Single	13.7%	8.1%	14.5%
Married	77.3	80.1	76.9
Separated	0.7	0.6	0.8
Divorced	6.8	9.3	6.4
Widowed	1.4	1.9	1.4
Annual Household Income:			
Less than $15,000	1.5%	0.4%	1.7%
$15,000 - $24,999	22.6	14.4	23.8
$25,000 - $34,999	21.0	20.9	21.0
$35,000 - $49,999	34.4	39.7	33.7
$50,000 or more	20.5	24.5	19.8
Children in School:			
No Children in School	51.8%	41.5%	53.4%
Public School	44.7	55.3	43.1
Private School	1.8	0.9	2.0
Both Public and Private Schools	1.5	2.2	1.4
Years Teaching Experience:			
1 year or less	4.0%	0.0%	4.6%
2 to 5 years	14.5	0.0	16.8
6 to 9 years	16.2	13.3	16.5
10 to 14 years	26.3	36.2	24.8
15 years or more	39.1	50.5	37.2
Educational Level:			
Less than a bachelor's degree	0.6%	0.3%	0.6%
Bachelor's degree	21.4	0.3	24.7
Master's degree/rank II	47.2	44.5	47.6
Master's +15 Hours	5.6	9.0	5.1
More than Master's +15 Hours	25.1	45.8	21.9
Grade Level:			
Preschool/Kindergarten	3.2%	3.4%	3.1%
Elementary	41.9	38.9	42.7
Middle	18.5	21.2	18.1
Senior	28.7	29.6	28.3
Multiple Levels	7.6	6.9	7.7
Type of Class:			
Regular	67.6%	70.2%	67.3%
Special Education	12.9	11.6	13.2
Advanced Program	1.1	1.9	1.0
Compensatory Education	3.3	3.8	3.1
Other	15.1	12.5	15.3
Subject Matter:			
General	35.8%	32.9%	36.5%
English	10.5	12.4	10.2
Math/Science	12.7	14.3	12.5
Social Studies	4.4	4.7	4.3
Other	36.6	35.7	36.4
Participation in Career Ladder:			
Participants		13.4%	
Non-Participants in Pilot Schools			36.8
Control School			49.8

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*Pilot school non-participant teachers and control school teachers are grouped because they do not differ markedly on the demographic characteristics examined.

Pilot Project Participants Compared to Non-Participants

Bases of Comparison

All survey respondents were asked 21 questions about their reactions to a career ladder program. These questions addressed both general issues (e.g., "A career ladder for teachers is a good idea") and more specific issues (e.g., "Extended employment days on the upper steps of a career ladder should be an optional choice for teachers"). All Pilot Project school respondents, both participants and non-participants, were asked an additional 11 questions about the Pilot Project. Participants were asked an additional eight questions about the effects of their participation. Thus, Pilot Project participants were asked a total of 40 questions, Pilot Project school non-participants were asked 32 questions, and control school non-participants were asked 21 questions.

For each question, respondents were asked to indicate their degree of agreement, ranging from 1 ("strongly agree") to 5 ("strongly disagree"). In some instances questions were stated in the negative (e.g., "A career ladder program will not reward good teaching"). In the following sections which consider responses on an item-by-item basis, these questions remain in their negative form. Thus, disagreement with a negatively stated item can be interpreted, indirectly, as agreement with the positive form of that statement.

In those sections which consider responses on a composite basis, the negatively stated questions have been recoded so that all items can be compared consistently. Thus, for overall measures of respondents' reactions to a career ladder program, a low (closer to 1) composite score indicates agreement with statements favorable to a career ladder program; a high (closer to 5) composite score indicates disagreement with favorable statements.

In general, Pilot Project participants were significantly more favorable in their reactions to the items than were the non-participants in the Pilot Project schools. In turn these individuals were significantly more favorable than were the control school non-participants. The overall level of agreement for each of the three groups, however, was not particularly high--2.78 for the participants, 3.13 for the Pilot Project school non-participants, and 3.23 for the control school non-participants. That is, participants were only slightly favorable (3 indicating "undecided"), Pilot Project school non-participants slightly unfavorable, and control school non-participants somewhat more unfavorable.

Indeed, the two items which elicited the greatest agreement among all three groups suggest a degree of skepticism about the financial practicalities of a career ladder program in a profession paid from public taxes. These two items were:

--An across-the-board pay increase for teachers must come before a career ladder program is started in Kentucky

--The public will not be willing to pay the higher taxes that are needed for higher teacher salaries in a career ladder program

As might be expected, however, there was considerable variation from group to group when each of the questions is examined individually. In the case of Pilot Project participants, for example, average responses ranged from fairly high agreement (1.92) with the statement, "An across-the-board pay increase for teachers must come before a career ladder program is started in Kentucky"; to somewhat high disagreement (3.45) with the statement, "An individual teacher's professional development should not be the concern of the state but of the local school district." For Pilot Project school non-participants and for control school non-participants, average responses ranged from fairly high agreement (1.76 and 1.76 respectively) again recorded for the "across-the-board pay increase item" to fairly high disagreement (3.70 and 3.90 respectively) with the statement, "A career ladder program would increase cooperation among teachers within a school."

Comparison of Participants with Pilot Project School and Control School Non-Participants

In order to gain greater insight into the differences among the three groups of respondents, an item-by-item comparison was made of the 21 questions which all three groups answered. Several rather different patterns of responses emerge.

Pattern Number One: This pattern also characterized the overall responses in which the three groups differed significantly from one another. In the case of six positively stated items which fall within this pattern, participants expressed significantly greater agreement than did Pilot Project school non-participants, who in turn expressed signficantly greater agreement than did control school non-participants. These six items are:

--A career ladder for teachers is a good idea

--A career ladder would make teaching more professionally rewarding

--A career ladder program would increase cooperation among teachers within a school

--Over the long term, a state-wide career ladder program will help Kentucky attract and retain outstanding teachers

--A career ladder program will improve the public's respect for teachers

--A workable teacher evaluation system would improve the quality of teaching in Kentucky's schools

In addition, for three negatively stated items, participants expressed signficantly greater disagreement than did Pilot Project school non-participants, who again in turn expressed greater disagreement than did control school non-participants. These three items are:

--If a career ladder program is used, parents will want their children to be taught only by teachers in the highest ranks

--Teacher morale would suffer from having a career ladder program in Kentucky

--A career ladder program would pit one teacher against another

Thus, in terms of items which assessed respondents' general reactions to a career ladder program, participants were significantly more favorably disposed toward positive statements and significantly less favorably disposed toward negative statements than was either group of non-participants. Likewise, Pilot Project school non-participants' responses were significantly more pro career ladder than were the responses of control school non-participants.

These results suggest four possibilities. First, not surprisingly participants--who were, after all, volunteers--are more likely to favor the program in which they chose to enlist. Second, non-participants in the Pilot Project schools--because of more, albeit indirect contact with the program--are likely to develop more positive attitudes toward the program than are non-participants in control schools. This could be considered a proximity effect. Third, familiarity may reduce fear of the unknown and bring confidence in procedures that participants have been a part of. This would seem to represent a "true" effect of the Pilot Project. Fourth, and somewhat related to the third, is the possibility of a Hawthorne effect (i.e., the phenomenon that participants in an experiment exhibit enhanced performance due to the novelty of the situation and the extra attention focused upon them by the procedures of the experiment). The data, unfortunately, are not sufficient to determine to what extent the volunteer status, proximity interactions, the familiarity issue, or a Hawthorne effect (or some combination of the four) contribute to the pro career ladder responses of the participants.

Pattern Number Two: In this pattern, participants again differed significantly from non-participants in both the Pilot Project and control schools, but the two groups of non-participants did not themselves differ signficantly. In three instances participants expressed significantly greater agreement with positively stated items:

--A career ladder will help reduce burnout by motivating teachers to work for the next step

--A career ladder program would give teachers in the higher steps more professional autonomy

--The additional employment days for teachers on the upper steps of a career ladder would improve the quality of education in my district

And in three instances participants expressed signficantly greater disagreement with negatively stated items:

--A career ladder program will not reward good teaching

--The teacher evaluation system currently being used in my school is sufficient for the evaluation of teachers in Kentucky

--An individual teacher's professional development should not be the concern of the state but of the local school district

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These items address more specific aspects of a career ladder program as well as the larger context in which such a program would operate. Again, participants by virtue of electing to enter the program are likely to be more favorable than are non-participants, whether in Pilot Project or control schools. But the possibility of familiarity improving confidence in the unknown could also be operable here, as could the extra attention of the Hawthorne effect. Obviously proximity effects are not operating here. Again, it is not possible to separate such effects with the present data.

Pattern Number Three: Two questions showed both participants and non-participants in Pilot Project schools significantly differed from control school non-participants. For one positively worded item teachers in Pilot Project schools expressed significantly greater agreement:

--I trust my principal/supervisor to evaluate teachers consistently

With the one negatively worded item teachers in Pilot Project schools expressed significantly greater disagreement:

--I do not think my principal or administrator can be fair to all teachers, no matter how good the evaluation system and training

These two questions seem to reflect on the qualities of the administration in the schools that were part of the Pilot Project and therefore would appeal to all teachers in their schools. A possible explanation for this pattern is the extensive training (8 1/2 days) on the use of the three career ladder teacher evaluation instruments that all school administrators in the Pilot Project received. Both participating and non-participating teachers in the Pilot Project schools would have been aware of this training requirement; strong support for a proximity effect among the non-participating teachers. Administrators in control schools obviously did not receive this training. Of course, the "vounteer," "familiarity," and "Hawthorne" expanations could also contribute to this result, and, as before, the data do not permit disentangling these competing hypotheses. In this instance, however, both the volunteer and Hawthorne explanations would seem to be attenuated. Neither of these two effects would logically seem to be as strong for non-participants in the Pilot Project schools as for the actual participants, yet there was no difference between these two groups on this question.

Pattern Number Four: No clear trend occurs for the remaining four questions which all respondents answered.

--An across-the-board pay increase for teachers must come before a career ladder program is started in Kentucky

--Extended employment days on the upper steps of a career ladder should be an optional choice for teachers

--The public will not be willing to pay the higher taxes that are needed for higher teacher salaries in a career ladder program

--I am satisfied with my teaching career

The fact that no pattern exists for these four items indicates that responses were randomly distributed (i.e., for these items, no "volunteer," "familiarity," or

"Hawthorne" effects were present). Further, two of these items--the "across-the-board pay increase" and the "public's willingness to pay taxes for higher salaries"--were among the items that elicited both the strongest response and the greatest consensus. A third item, "that extended (summer) employment should be optional," would also seem to be fundamental to teachers' control of their lives; the lack of pattern on this fundamental issue seems consistent with the "pay" and "public support" items. Finally, the fourth item, "satisfaction with teaching career," has been generally found to correlate with various attitudes about teaching, including long-term commitment to the profession.

Thus, the lack of a response pattern among the three groups on these four fundamental issues in the areas of pocketbook, control, and satisfaction may indicate a lack of difference among the groups in general. If this were true, the "volunteer" explanation would be mitigated. The "familiarity" and "Hawthorne" arguments would thus be enhanced as the differences among groups show up related to items that refer to the more specific programmatic content of the Pilot Project participation (e.g., the possible effects of 8 1/2 days of training on confidence in administrators). This reasoning, however, is speculative; as noted before, the data do not allow specific effects to be separated, apart from speculation on different patterns for different types of items. Pre-post attitudinal data would be required to make definitive statements, and the Kentucky Teacher Inventory was administered only once, in the Spring, near the end of the Pilot Project.

Comparison of Participants and Non-Participants in Pilot Project Schools

Participants and non-participants in Pilot Project schools were asked a series of 11 questions concerning additional specifics of the Pilot Project and the accompanying evaluation system. In responding to these questions, participants expressed significantly greater agreement with nine of these questions:

--I think my teaching has improved because of the teacher evaluation system of the Kentucky Career Ladder Pilot

--I have renewed enthusiasm for teaching because of the teacher evaluation process used in the Kentucky Career Ladder Pilot

--My principal's instructional leadership skills have increased since going through the Kentucky Career Ladder Pilot training

--The training my principal received in the Kentucky Career Ladder Pilot has made him/her more knowledgeable about instruction

--I have confidence in the quality of training that administrators and other observers received on the procedures used in the Kentucky Career Ladder Pilot

--The teacher evaluation system in the Kentucky Career Ladder Pilot will be fair to all teachers

--The teacher evaluation system in the Kentucky Career Ladder Pilot will make teacher evaluation more objective

--The teacher evaluation system of the Kentucky Career Ladder Pilot will drive poor teachers out of the profession

--The procedures used in the teacher evaluation system in the Kentucky Career Ladder Pilot are capable of consistent measurement of different levels of teaching competence

In addition, participants expressed significantly more disagreement with the following negatively worded statement:

--The teacher evaluation system in the Kentucky Career Ladder Pilot will not be capable of determining how a teacher actually performs in the classroom

For the eleventh statement, there was no significant difference in response by the two groups:

--The burden of participation in the Kentucky Career Ladder Pilot by my principal has diminished his/her effectiveness

Thus, the Pilot Project participants as compared to non-participating peers in their schools were in general significantly more favorable in their assessment of the impact of the Pilot Project on their own teaching, on their administrators' professional skills, and on the effects of the evaluation system. For this set of questions, the data would appear insufficient to separate possible volunteer, familiarity, or Hawthorne effects, except to the extent that the volunteer explanation is mitigated, as suggested by the lack of difference among the three groups of teachers on the four fundamental issues noted above. Clearly there is not much evidence for proximity effects on this set of items.

Comparisons Within the Pilot Project Participants

Looking only at the responses of the 337 participants on the 40 career ladder items, some differences emerged when men were compared to women and when elementary teachers were compared to secondary teachers. In the case of men and women, the latter are in general more in agreement with the items; in two instances these differences were significant:

--I am more thoughtful about my teaching because of the dialogue process

--I am more aware of the quality of my teaching because of the teacher evaluation process in the Kentucky Career Ladder Pilot

A comparison of the responses of elementary and secondary teachers revealed that, for 15 items, there were significant differences. In two instances, secondary teachers were significantly more in agreement than were elementary teachers:

--A career ladder would make teaching more professionally rewarding

--A career ladder for teachers is a good idea

And for one item, which has an essentially negative sense, secondary teachers were signficantly more in disagreement:

--The teacher evaluation system currently being used in my school is sufficient for evaluation of teachers in Kentucky

For the remaining 12 questions, elementary teachers expressed significantly more agreement than did secondary teachers on nine items:

--I am satisfied with my teaching career

--I have renewed enthusiasm for teaching because of the teacher evaluation process used in the Kentucky Career Ladder Pilot

--I think my teaching has improved because of the teacher evaluation system of the Kentucky Career Ladder Pilot

--The teacher evaluation system in the Kentucky Career Ladder Pilot will make teacher evaluation more objective

--I have confidence in the quality of training that administrators and other observers received on the procedures used in the Kentucky Career Ladder Pilot

--I am more aware of the quality of my teaching because of the teacher evaluation process in the Kentucky Career Ladder Pilot

--My teaching behavior has changed as a result of being observed frequently

--I like the fact that the dialogue instrument provides an opportunity to discuss why I do what I do

--I am more thoughtful about my teaching because of the dialogue process

And, in the case of three negative items, elementary teachers expressed significantly more disagreement than did secondary teachers:

--The burden of my participation in the Kentucky Career Ladder Pilot has diminished my effectiveness as a teacher

--The goal setting process has not helped me grow professionally

--The burden of participation in the Kentucky Career Ladder Pilot by my principal has diminished his/her effectiveness

Questionnaire Scales

Given the large number of questions asked respondents, it has been useful to develop composite measures of responses by combining groups of items into meaningful scales. Such scales allow comparisons across groups of respondents which might be missed if only individual items are considered. In addition, scales permit the identification of those items which are most (or least) related to the construct underlying the scale.

From the present survey, 14 scales were developed:

1. Teacher Efficacy--the extent to which tchers think their teaching makes a difference

2. Present Expectations--the extent to which teachers actually expect their students to learn

3. Future Expectations--the extent to which teachers believe their students will do well in college

4. Organizational Coupling Factor 1: joint efforts among teachers in teaching, planning, and problem solving

5. Organizational Coupling Factor 2: amount of interaction with other teachers about teaching and learning

6. Organizational Coupling Factor 3: amount of interaction with the principal or assistant principal about teaching and learning

7. Learning Climate Factor 1: administrative instructional leadership--focus on instructional related behavior as opposed to management oriented activities

8. Learning Climate Factor 2: emphasis on achievement--related to school mission with additional dimension of commitment that all students will learn well

9. Learning Climate Factor 3: expectations and evaluations of students

10. Learning Climate Factor 4: use of test data to evaluate programs--focus on how and to what extent test data are used for assessing school-wide performance and planning for improvement

11. Learning Climate Factor 5: safe and orderly environment--taps level of discipline, degree of safety, and work-oriented atmosphere

12. Learning Climate Factor 6: grouping for instruction--extent to which students are grouped and tracked between and within classes (posibively scored for greater heterogeneous grouping)

13. Learning Climate Factor 7: time for instruction--taps factors affecting time-on-task

14. Learning Climate Factor 8: teacher rewards--the extent to which teachers are recognized and rewarded for their efforts, particularly those that result in higher achievement

As may be seen in Table X.2, scale reliability coefficients vary from a high of .92 for Future Expectations and Learning Climate Factor 1 to a low of .34 for Learning Climate Factor 8. In addition, it should be noted that teachers participating in the Pilot Project do not differ from non-participants in 13 of the scales. Participants do, however, differ on Learning Climate Factor 3--expectations and evaluation of students. This difference suggests that participants are in stronger agreement among themselves regarding this set of items than are non-participants.

The reader should be careful in interpreting these reliability statistics. Reliability refers to consistency among the items. These scores do not reflect differences in the extent to which respondents or subgroups of respondents score higher or lower on the construct measured by the scale, nor the extent to which the scale actually measures the concept for which it supposedly is named. Those are issues of validity.

Dissemination To Participating Schools

In an effort to provide meaningful feedback to each of the schools which participated in the survey, the University of Louisville research staff prepared an individualized report for each school. [An

Table X.2

Scale Reliabilities

Scale Reliabilities

Scale	All	Participants	Non-participant
Efficacy	.47	.50	.46
Present Expectations	.85	.87	.85
Future Expectations	.92	.93	.91
Coupling Factor 1	.91	.92	.91
Coupling Factor 2	.81	.83	.81
Coupling Factor 3	.84	.82	.84
Learning Climate 1	.92	.90	.93
Learning Climate 2	.71	.70	.71
Learning Climate 3	.73	.78	.72
Learning Climate 4	.74	.73	.74
Learning Climate 5	.82	.82	.82
Learning Climate 6	.70	.71	.70
Learning Climate 7	.56	.56	.55
Learning Climate 8	.34	.37	.33

example of this report is attached in Appendix X.D. The sample report is an actual school, but is an extremely high scoring one (i.e., almost all scores are in the "highly favorable" range.) Schools ranged from high to low in the full sample of 93.]

For each school the average response for that school for each of the scales described above is reported along with an overall average and a graph illustrating where the school stands relative to the entire sample. In addition, each school's average responses to five "mission" statements about the purposes of education are compared to the overall responses.

Each school also received a detailed explanation of the meaning of the data reported as well as suggestions as to how this information can be used for purposes of staff development and school improvement. This explanation includes more comprehensive discussions of the 14 scales identified above as well as some background on how the concepts and traits measured in these scales relate to the overall quality of the school.

Additional Research

As has been noted, a full appreciation of the Pilot Project data requires that these data be considered within a larger context. This consideration entails the inclusion of two additional types of analysis.

First, it is important to examine teachers' attitudes toward a career ladder program within the social context of schooling, particularly that context determined by the organization of the school, the learning climate promoted in the school, the socioeconomic characteristics of the school, and the achievement levels of its students. Such an analysis not only would provide greater understanding of the factors which foster or impede educational change such as career ladders but also could be used to promote greater insight into the specific problems confronting each of the participating schools. That is, each school could examine its school profile in relationship to the general analysis, thereby gaining greater insight into the factors which are unique to its specific social milieu.

Second, it is important to examine schooling in terms of the social, political, and economic realities of Kentucky education. Such an examination should include teachers' own support for change as well as their perceptions of public and state support for education, the financial efforts of local school districts, and the ability--and willingness--of the Commonwealth to promote such change.

To this end, information regarding the socioeconomic and financial conditions of all the schools included in the survey along with data concerning average student achievement in these schools are being collected. This and related research will be available as technical papers and in the form of simplified school reports which will be mailed to each of the 93 schools surveyed. Those who are interested in these subsequent reports should contact Professors Ruscoe and Miller, Department of Educational Foundations, University of Louisville.

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Chapter Eleven

Revised Teacher Evaluation Instruments Used in the Pilot Project

Introduction

Based on the data generated during the Pilot Project, each of the teacher evaluation instruments that were developed have been appropriately revised. Each revision is as yet untested and needs to be examined further via the collection and analysis of additional data.

NOTE: These revised instruments should not be used unless the user has received the appropriate training pertaining to their use and has been certified.

Classroom Observation Instrument

The revised Classroom Observation Instrument is presented in Figure XI.1. The associated revised coding manual follows:

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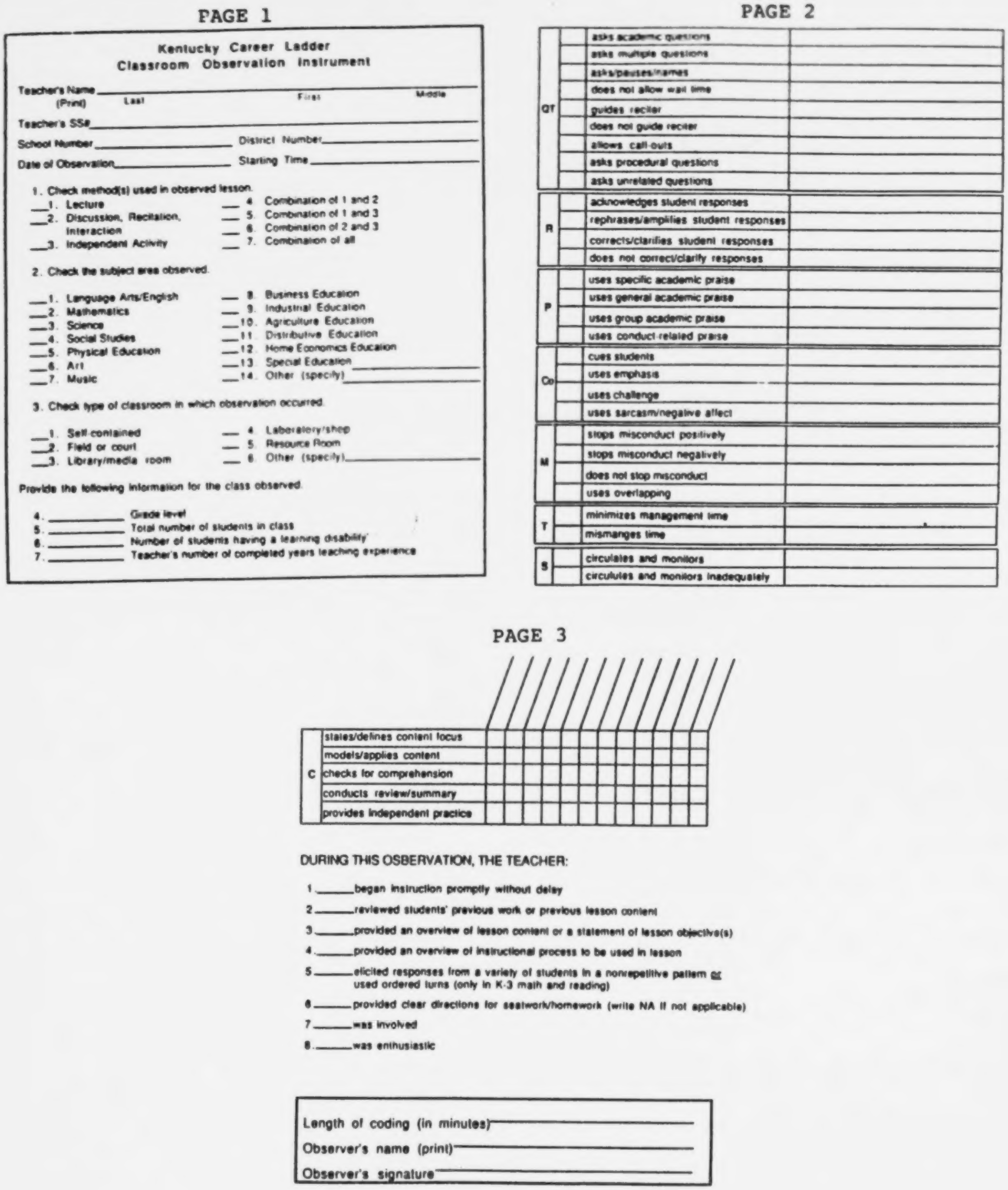

PAGE 1

Kentucky Career Ladder
Classroom Observation Instrument

Teacher's Name (Print) ______ Last ______ First ______ Middle

Teacher's SS# ______

School Number ______ District Number ______

Date of Observation ______ Starting Time ______

1. Check method(s) used in observed lesson.

___1. Lecture
___2. Discussion, Recitation, Interaction
___3. Independent Activity
___ 4. Combination of 1 and 2
___ 5. Combination of 1 and 3
___ 6. Combination of 2 and 3
___ 7. Combination of all

2. Check the subject area observed.

___1. Language Arts/English
___2. Mathematics
___3. Science
___4. Social Studies
___5. Physical Education
___6. Art
___7. Music
___ 8. Business Education
___ 9. Industrial Education
___10. Agriculture Education
___11. Distributive Education
___12. Home Economics Education
___13. Special Education ______
___14. Other (specify) ______

3. Check type of classroom in which observation occurred.

___1. Self-contained
___2. Field or court
___3. Library/media room
___ 4. Laboratory/shop
___ 5. Resource Room
___ 6. Other (specify) ______

Provide the following information for the class observed.

4. ______ Grade level
5. ______ Total number of students in class
6. ______ Number of students having a learning disability
7. ______ Teacher's number of completed years teaching experience

PAGE 2

QT		asks academic questions	
		asks multiple questions	
		asks/pauses/names	
		does not allow wait time	
		guides reciter	
		does not guide reciter	
		allows call-outs	
		asks procedural questions	
		asks unrelated questions	
R		acknowledges student responses	
		rephrases/amplifies student responses	
		corrects/clarifies student responses	
		does not correct/clarify responses	
P		uses specific academic praise	
		uses general academic praise	
		uses group academic praise	
		uses conduct-related praise	
Co		cues students	
		uses emphasis	
		uses challenge	
		uses sarcasm/negative affect	
M		stops misconduct positively	
		stops misconduct negatively	
		does not stop misconduct	
		uses overlapping	
T		minimizes management time	
		mismanges time	
S		circulates and monitors	
		circulules and monitors inadequately	

PAGE 3

C	states/defines content focus												
	models/applies content												
	checks for comprehension												
	conducts review/summary												
	provides independent practice												

DURING THIS OSBERVATION, THE TEACHER:

1. ______ began instruction promptly without delay
2. ______ reviewed students' previous work or previous lesson content
3. ______ provided an overview of lesson content or a statement of lesson objective(s)
4. ______ provided an overview of instructional process to be used in lesson
5. ______ elicited responses from a variety of students in a nonrepetitive pattern or used ordered turns (only in K-3 math and reading)
6. ______ provided clear directions for seatwork/homework (write NA if not applicable)
7. ______ was involved
8. ______ was enthusiastic

Length of coding (in minutes) ______
Observer's name (print) ______
Observer's signature ______

Figure XI.1 Kentucky Career Ladder Classroom Observation Instrument

MANUAL FOR OBSERVING TEACHER BEHAVIOR WITH THE KENTUCKY CAREER LADDER CLASSROOM OBSERVATION INSTRUMENT

Preface

The purpose of this manual is to provide examples of teacher behaviors identified for use in the Kentucky Career Ladder Classroom Observation Instrument. The manual is intended to assist users of the Classroom Observation Instrument to define behavior accurately and identify relatively effective and ineffective teacher behaviors when they occur.

Since it is assumed that the observer will have been trained in the observation of the teacher behaviors, this manual simply provides a ready and quick guide to the observer when reviewing before conducting an observation. Further, questions about any specific teacher behavior not explicated in this manual should be answered by referring to the literature review and, if necessary, to the original source cited.

The remainder of this manual will follow the Classroom Observation Instrument by category and provide characteristics and examples of each teacher behavior.

Directions

The teacher behaviors which are included in the Kentucky Career Ladder Classroom Observation Instrument are drawn from the research on teaching literature. That is, the behaviors are supported by research findings from correlational studies or from more validating experimental designs. The goal of the Career Ladder in Kentucky is to identify those teachers who are outstanding in their performance as teachers. The term "outstanding" refers to demonstrating those teacher behaviors believed to relate to or affect student achievement or student behavior.

The Classroom Observation Instrument is divided into three parts. The first part of the instrument requires the observer to provide information regarding the teacher and the lesson and class observed. This information provides essential information regarding the context in which the observational data was collected.

The second part requires the observer to tally the frequency with which the teacher being observed demonstrates the behavior on the instrument. That is, each time a behavior which appears on the instrument is demonstrated by the teacher, a tally mark is made on the appropriate line of the instrument. For example, if the teacher asks academic questions which are directly related to the content of the lesson, then each separate question is tallied on the appropriate line. On the other hand, if the teacher asks questions which are unrelated to the content of the lesson, then he/she receives tally marks on the line which denote inappropriate questions. It is likely that in some lessons a teacher will have a dozen tallies for one behavior and only one tally for another behavior. Further in those same lessons, the teacher may not provide an opportunity for the observer to observe a particular behavior at all. For example, the teacher may have no misconduct during the lesson. The object of each observation is to capture the frequency with which a teacher actually demonstrates the behavior.

The third part of the Classroom Observation Instrument requires the observer to respond to a series of statements about the lesson. After the lesson is completed, the observer should refer to items 1 - 8 on page 3 of the Classroom Observation Instrument and check those statements that were applicable to the lesson. An example of these statements is, "Reviewed students' previous work or previous lesson content." If the teacher began instruction by reviewing material covered prior to today's lesson, then place a check mark in the blank opposite the statement.

Two cautions:

1) Tally only behavior that you observe.
2) If you do not see a behavior, do not assume it occurred.

PART 1 TEACHER/LESSON/CLASS DATA

Before the observation begins, enter the teacher's name, social security number, the date of observation, school name and number, district name and number, and starting time of the observation. The starting and ending times should reflect the entire time period the observer was in the classroom.

1. Method(s) used

   -Check the one description which best describes the method(s) used by the teacher. The observer is advised to wait until the end of the lesson to check this variable to insure that the correct description is selected. (If the teacher is working with an individual or small group of students, check #2, "Discussion, Recitation, Interaction.)

2. Subject area observed

   -Check the subject area observed (check only one). If "Vocational Education" or "Special Education" is checked, enter the type of class observed in the blank provided. If the subject area observed is not listed, check "Other" and enter the subject area in the blank provided.

3. Type of classroom

-Check "Self-contained" if the observation is conducted in a regular classroom setting.
-Check "Field/Court" when observing a teacher teaching a physical education lesson in a gymnasium or on a playing field.
-Check "Library/Media Center" if the observation is conducted in school library or media center.
-Check "Laboratory/Shop" when observing a teacher working with students in settings such as a science lab, a business education model office, a home economics lab, or industrial or vocational education shop or lab.
-Check "Resource Room" when observing interns teaching special education.
-Check "Other" if the type of classroom observed is not listed and specify the type in the blank provided.

4. Grade level(s) of students

-Enter the grade level(s) of the students in the class observed.

5. Total number of students

-Enter the number of students in the class at the beginning of the observation.

6. Number of students having a learning disability

-Enter the number of students who are present in class during the observation who have an Individual Education Plan on file or in preparation.

7. Number of completed years teaching experience

-Enter the teacher's number of completed years of teaching experience. (This number will be zero (0) for interns, but may be 1 or 2 if the teacher is completing a second year of internship or was certified out of state and has had one or two years of teaching experience.)

PART 2 TEACHER BEHAVIORS TO BE TALLIED DURING LESSON

QT- Questioning Technique

Asks academic questions

Tally if the teacher:

-- asks questions that require the student to recall information, recognize facts, or explain the process by which an answer was derived.

Note: The question must be related to the lesson and must provide an opportunity for the teacher to provide feedback to the learner on his/her response.

Note: In Special Education classes it may be necessary for the teacher to ask the same question of the same student twice before receiving an answer. In those settings *and only in those settings,* mark these repetitions as *one* academic question. They are not multiple questions (see next category). Resume tallying when the teacher redirects the question to another student or receives an answer.

Asks multiple questions

Tally if the teacher:

-- asks questions in a running series without providing an opportunity for the student to respond; e.g., "What is the purpose of a subject in a sentence?" (No student response) "Why do we need a subject in our sentences?"

-- asks the same question of the same student without providing an opportunity for the student to respond;e.g., "What is 7 x 3? What is 7 x 3?"

Note: Two or more questions without an intervening student response is a multiple question.

Note: See exception to this rule for Special Education in academic questions.

Asks/pauses/names

Tally if the teacher:

-- pauses before calling on student; e.g., the teacher asks the question, pauses and looks about the room, then calls on a student to respond.

Note: In classes where the teacher is working with students on a one-to-one basis, it is not necessary to tally teacher behaviors in this category. It would make little sense for a Special Education teacher to use this questioning pattern with one student, especially in classes of severely and profoundly handicapped students and moderately handicapped students.

Does not allow wait time

Tally if the teacher:

-- allowed no time for a student to respond; e.g., after calling upon the student to respond, the teacher does not allow time for the student to organize his or her thoughts before responding.

Guides reciter

Tally if the teacher:

-- guides the reciter if necessary; e.g., the teacher may provide clues or ask a probing question to guide the reciter if the response seems to be heading away from the main idea or if the student indicates he/she does not know the answer.

Does not guide reciter

Tally if the teacher:

-- does not provide clues or ask probing questions designed to gain an academic response to an academic question.

Allows call-outs

Tally if the teacher:

-- asks a question and allows students to call out answers.

Asks procedural questions (i.e., questions related to lesson content)

Tally if the teacher:

-- asks questions which are not directly related to the mastery of the objective: nonacademic, e.g., "Are there any questions?"; procedural, e.g., "Does everyone have a worksheet?"; opinion, e.g., "How do you feel about it, Jane?"; taking a poll, e.g., "How many of you have memorized the names of the fifty states?"

Asks unrelated questions (i.e., questions unrelated to lesson content)

Tally if the teacher:

-- asks questions unrelated to lesson content; e.g., during a math lesson, the teacher asks, "How many of you finished your reading assignment?", during class the teacher asks students about the Friday football game.

R - Teacher Response

Acknowledges student response

Tally if the teacher:

-- repeats the student's response verbatim or makes a statement that the answer is acceptable; e.g., "exactly correct," "perfect!" In this behavior the teacher does not provide indicators of quality. Sometimes these remarks are used to indicate it is time to go on to the next question. The key in this behavior is inflection which is intended to connote the teacher's enthusiasm for the students' answers.

Rephrases/amplifies student response

Tally if the teacher:

-- rephrases, amplifies, or expands on a student's response; e.g., Student: "It answers the question, 'whom or what' after an action verb." Teacher: "Yes, any time the word that follows the action verb answers the question 'whom or what', that is the object of the verb."

Corrects/clarifies student responses

Tally if the teacher:

-- corrects a student's error in performing a skill or in demonstrating his/her understanding of the material; e.g., corrects the student when he/she responds with a misinterpretation of the material.

-- provides clarification of material which seems to be misunderstood or provides necessary reteaching.

Note: Tally each time the teacher provides a corrective.

Does not correct/clarify responses

Tally if the teacher:

--ignores an incorrect response without probing before moving on or provides no clarifying statements to an incorrect response.

Note: Tally each time the teacher does not provide a corrective when a corrective is needed.

P - Praise

Uses specific academic praise

Tally if the teacher:

-- gives praise for the academic performance of a given child; e.g., “Ryan, that is an excellent example of how laws affect every aspect of our lives.” “Katie, your notebook is excellent, your notes are comprehensive.”

Note: Praise is given for academic performance which can include effort.

Note: The praise must include the reason for giving the praise or the indicator(s) of quality.

Note: “Good”, “great”, “all right”, and “fine” are not examples of praise for specific academic performance. The praise should specify the performance being praised. They are tallied as “general academic praise” (see below).

Note: The words “okay”, “right”, and “correct” are not praise and should not be tallied. They are recorded most accurately in category R, “Acknowledge Students’ Response.”

Uses general academic praise

Tally if the teacher:

-- does not convey to the individual student why performance is being praised; e.g., “Good,” “great,” and “all right” are examples of nonspecific praise statements.

Note: If general academic praise conveys authenticity, then continue tallying.

Uses group academic praise

Tally if the teacher:

-- gives praise for the academic performance of the *group*. “Wow! You really stuck with these problems. They were tough to do, and you never let up.”

Note: Specific or general academic praise to the *group* is coded in this category.

Note: Praise given to a call-out is general praise.

Uses conducted-related praise

Tally if the teacher:

-- praises a student for demonstrating a desired behavior; e.g., "Patrick, you did a good job of settling down and beginning your work."

-- praises a student for compliance when another student is being disruptive; e.g., Tom is thumbing through a magazine when he should be doing his math, and the teacher says, "Bill, you are becoming more organized. You finished your math before you started independent reading."

-- conditionally praises a student for fulfilling an obligation; e.g., "Thank you, Jane, for remaining in your seat while I was working with another student. I knew you could do it."

-- praises the group for good conduct.

Co - Communication

Cues students

Tally if the teacher:

-- informs the student(s) that any one of them may be called on next to answer a question; e.g., "Be paying attention now because I may pick you next to answer a question."

-- informs the student(s) to be thinking of an answer because any one of them may be next.

-- tells the students in advance that he/she is changing the topic or concept being covered; e.g., "Okay, class, now we are going to look at how this problem can be solved using a shorter formula."

-- conveys to students that the next set of examples is going to require them to do something differently; e.g., "This time try using the shorter formula as well as the other one and let's compare the answers."

Note: The essential feature of this behavior is that the teacher cues the students to keep them mentally involved and informs them what it is he/she wants them to do next or what it is he/she is going to teach next.

Uses emphasis (i.e., calls attention to important aspects of the content)

Tally if the teacher:

-- uses verbal cues which draw the special attention of student(s) to specific parts; e.g., "Now pay attention to this," "You might see this on a test," or "Listen carefully to this explanation."

-- uses nonverbal cues or emphatic gestures to identify significant aspects; e.g., underlining key points, circling key points, using different colored chalk are all techniques that a teacher can use to highlight key aspects of the lesson.

-- uses spaced repetition of questions and answers as emphasis.

Note: Each cue (for emphasis) should be tallied separately.

Uses challenges

Tally if the teacher:

-- verbally challenges the students to "Put on their thinking caps," or "Try this one, it is a toughie," or "Now the solution to this problem is tricky, let's see if it can fool you."

Note: Tally each expression of challenge.

Uses sarcasm/negative effect

Tally if the teacher:

-- uses harsh words with individual students about their academic performance during the lesson; e.g., "I should have known better than to call on you," or "Let's see if you can do better *this* time."

-- uses harsh words with the group about their academic performances during the lesson; e.g., "Well, I've never seen such a stupid group. Did any of you come to school today?" or "How did you ever get into the tenth grade without knowing this?"

M - Management/student conduct

Stops misconduct positively

Tally if the teacher:

-- stops misconduct by acceptable reprimand or by suggesting an alternate behavior to the misbehaving student; e.g., Robert and David are quietly arguing over the use of an eraser when their voices become disruptive to others. The teacher reminds them that their papers are due at the end of the period and to settle down and get back to work.

-- stops misconduct before it spreads and involves other students or intensifies.

-- circulates near the students who are misbehaving or nonverbally indicates to the off-task students that he/she is aware of what is going on.

Stops misconduct negativel;y

Tally if the teacher:

-- reprimands the wrong student indicating to the class that he/she does not know what is going on in the classroom.

-- uses roughness, harshness, or a threat to stop student misconduct.

-- leaves an opportunity for retort from the misbehaving students.

Does not stop misconduct

-- allows misconduct to continue, intensify, or spread to other students.

Uses overlapping

Tally if the teacher:

-- attends to a disruption and a learning task at the same time without allowing the disruption to interfere with the learning task; e.g., the teacher is circulating during seatwork activity and sees a student hit another student and tells the off-task student to get back to work without losing academic focus with the student with whom he/she was working.

-- handles minor intrusions into the academic flow without affecting the academic climate; e.g., Raquel who is having a problem with her seatwork approaches the teacher who is conducting a reading group. The teacher answers her question without stopping Lori, the child who is reading, then the teacher tells Lori that she mispronounced two words and to reread the passage.

T - Management/Time

Minimizes classroom management time

Tally if the teacher:

-- facilitates physical transitions from one activity to another; e.g., from reading group to seatwork or from lecture setting to the lab.

-- actively participates in the transition and maintains a smooth flow.

Note: Transitions in this instance are defined as the movement from one activity to another and are not the same as the transitions encountered in the item "cues students" which is an academic transition between content-related topics.

-- handles major or unavoidable intrusions (not discipline related) such as announcements on the intercom, messengers, and similar intrusions without extended delays after the disruption.

-- quickly dispenses with the routines of the classes; e.g., attendance, lunch money, closing shades, etc., "Quickly" means that the teacher does not overdwell on the absence of a student, the fact that the student has forgotten lunch money, or other classroom routines.

-- has worksheets, books, chalk, and other necessary learning materials "at-hand" and ready for use; e.g., the teacher can put his/her hands on the learning materials without causing the students to focus on the act of searching.

-- distributes materials in an efficient manner; e.g., passes papers out by rows or groups rather than to each individual

-- gives directions for learning activities, seatwork, or homework in a clear, efficient manner.

Note: The essential feature of this behavior is that the classroom routines are attended to with an economy of time and the avoidance of nonacademic activities.

Note: This behavior may occur throughout the lesson; e.g., when the teacher needs to lower the shades to how a film as well as at the beginning of the lesson when teachers typically take attendance.

Mismanages time

Tally if the teacher:

-- is uninvolved in the transition while the students physically relocate, and this lack of involvement results in loss of instructional time.

-- gives overly long directions pertaining to the classroom routine of moving from one activity to another.

-- has the students move in fragmented groups when the entire class can do the same thing at the same time; e.g., has students getting books from the shelf one at a time, calling out the name of the next student.

-- reduces the directions to a series of fragmented activities; e.g., "OK, class, I want you to put your pencils down, pass your papers to the left where Leslie will collect them, and then take out your notebooks, and sit and wait until I am ready."

-- fails to attend to routines with dispatch or efficiency; e.g., the teacher overdwells on the nonacademic problems which students present during class like forgotten books, lunch money, etc.

-- attends to nonacademic activities; e.g., the teacher becomes involved in discussions which are not related to the content of the class; e.g., last night's basketball game.

-- cannot locate learning materials essential for the lesson; e.g., he/she does not have at hand the materials to be distributed.

Note: The key here is to tally instances where inefficient preparation and use of materials has caused the class to lose academic focus, any teacher behavior (or lack of teacher behavior) that interferes with the pacing of the lesson, or spending time on a topic unrelated to the lesson; e.g., having a conversation with the students regarding how the debate team will do, thus interrupting the planned discussion of the reading assignment.

S - Seatwork

Circulates and monitors

Tally if the teacher:

-- actively moves about the room as the students complete their seatwork assignment; e.g., stops and helps the students who need assistance and checks the degree of mastery of students, etc.

-- asks student to show his/her progress and/or monitors daily student progres

Note: Tally once for circulation unless it is interrupted by another teacher behavior; e.g., reteaching a particular area with which he/she has noticed the students are still struggling.

Note: During circulation, even though group instruction is completed, the management categories and use of conduct-related praise should still be tallied during circulation without tallying again for circulation.

Note: When the teacher is working with a small group, continue to tally teacher behavior and do not tally circulation.

Circulates and monitors inadequately

Tally if the teacher:

-- does not circulate at all but attends to other activities while students are completing seatwork activities; e.g., putting up a bulletin board, correcting other papers, preparing lesson plans, etc.

-- paces about the room but does not offer help to students, check for student comprehension of the material, or monitor student progress.

C- Concepts

Enter the name of each concept, law, or rule in the diagonal space when it is presented. Place a check in the appropriate box when each of the following behaviors is observed.

States/defines content focus

Tally if the teacher:

-- states or defines the focus of the content or subject matter under study. This statement could include the definition of an important idea, rule for completing an academic task, or theory for examining subject matter; e.g., "We are studying similes. Similes are comparisons using like or as."

Models/applies content

Tally if the teacher:

-- models or applies the focus of the content or subject matter under study. In this category, the teacher either gives examples of the idea or demonstrates how to use the rule for completing the academic task or how to translate the theory into a useful skill. For example, for the teacher to develop the idea of simile, he/she would provide examples that model or apply the idea; e.g., "I'm as happy as a lark" or "It is soft as the morning dew."

Note: It is essential that the teacher provides or obtains from the students varied and specific examples so that they can see it under different conditions. While there is no recommended number of examples, the observer should be certain that the idea was fully developed by the teacher before marking a tally.

Checks for comprehension

Tally if the teacher:

-- checks the students' understanding of the subject matter under study by conducting a whole group practice session during which time the teacher asks pointed academic questions to ascertain comprehension of the subject matter.

-- provides for an interactive guided practice activity during the lesson (if applicable); e.g., the teacher poses verbal problems, situations, questions which allow students to demonstrate understanding of the content or the teacher has material on the board, charts, worksheets, that the class, as a whole, worked on with the teacher before going on to individual assignments.

Note: This is a very difficult concept. The essential feature of guided practice is whether feedback to the learners on their understanding is immediate or delayed. In the guided practice phase of instruction, the feedback should be immediate. This phase precedes the students working alone on an assignment that is due tomorrow.

Note: In the Physical Education class or the Special Education class guided practice may take many forms. In Physical Education, the teacher is responsible for students practicing their skills at different stations. The observer should try and follow the teacher to each station and tally all teacher behaviors as if he/she were teaching the whole group. In this setting, the teacher is providing feedback to the learners on the development of their skills. This situation also will occur in most lab settings; e.g., band, home economics, science labs, industrial arts, speech correction, Chapter 1 programs, and art. The same coding procedure should be used in the Special Education setting when the teacher is working with students on a one-to-one basis. Be sure that the teacher has provided questions or activities to the students which will allow the teacher to give immediate feedback to the learners regarding their performance on the content under study.

Conducts review/summary

Tally if the teacher:

-- provides a review or summary of important ideas taught in the lesson; e.g., "Again, in order for us to know if the comparison is a simile, it must use the words like or as."

Provides independent practice

Tally if the teacher:

-- provides for independent practice (if applicable). After checking for comprehension of content and procedures, the teacher makes assignments for the students to complete individually or in small groups. To reiterate, independent practice is the student working alone or in small groups without immediate feedback from the teacher.

PART 3 TEACHING BEHAVIORS TO BE CHECKED AT THE END OF THE LESSON

DURING THIS OBSERVATION, THE TEACHER:

1. Began instruction promptly

Place a check if the teacher:

-- promptly began instruction after classroom routines were completed-"Promptly" means without extending the handling of routines.

Note: This behavior is tallied only once, exclusively at the beginning of instruction and not at transitions. Enter a zero (0) if the teacher:

-- dwelt further on the routine of the class; e.g., went into an extended lecture on coming to school or the class being prepared to learn, which extended into a discussion with one student or a smaller segment of the class.

-- lost time while students got ready to learn after the teacher had attended to classroom routines.

2.-4. Established an academic focus

Place a check next to those techniques which the teacher used to establish an academic focus. Place a zero (0) next to those techniques which the teacher did not use.

-- reviewed last night's homework assignment or yesterday's seatwork assignment or began instruction with a review of the material covered previously which leads to the present lesson.

-- provided an overview of the lesson's content or a statement of the objective(s) the students were to achieve as a result of instruction.

-- provided an overview of how the lesson will proceed.

Note: A teacher may use more than one of these techniques, and *each behavior demonstrated should be checked.*

5. Used effective questioning techniques

Place a check if the teacher:

-- elicited responses from a variety of students in a nonrepetitive fashion; e.g., called on students at random but still involved all learners in the lesson.

-- called on students in order so that each student had the chance to demonstrate his/her understanding of the material (K - 3 Mathematics and Reading only).

Note: It is a practice for some teachers to ask a question and wait for all students to raise a hand to answer and then to select a respondent. If this practice resulted in a variety of the students participating in the lesson so that student progress could be monitored, credit should be given.

Note: The essential feature is teacher behavior that conveys to the students that she/he expects all of them to be ready to recite during the lesson and that the teacher follows through and calls on learners so that each student's degree of skill can be determined. It is not necessary for the observer to count each respondent but to use the best judgement of the observer that the teacher demonstrates his/her expectation that each student will be ready to respond.

6. Provided clear directions for seatwork/homework

Place a check if the teacher:

-- assigned a seatwork or homework assignment and prepared the students to complete the assignment by demonstrating how to complete it and not by merely giving the assignment; e.g., the teacher may do the first example with the group to demonstrate how the assignment should be completed.

-- announced to the students when the assignment is to be handed in.

-- asked students specific questions about the directions to check their understanding of the assignment.

Place a zero (0) if the teacher:

-- wrote on the board or simply stated the page number and the problems to be completed and checked comprehension of the assignment by asking general questions, e.g., "Got it?" or "Does everybody understand?"

7.-8. Involvement/enthusiasm

Check "Was involved" if the teacher:

-- used a manner of presentation that was acceptable, attentive, and pleasing.

Check "Was enthusiastic" if the teacher:

-- used an animated presentation where the teacher smiled, showed excitement for the material, made eye contact with the students, and/or used gestures which convey to the students a genuine enthusiasm for the material.

Enter zero (0) in "Was enthusiastic" if the teacher did not demonstrate enthusiasm.

Enter zero (0) in both "Was involved" and "Was enthusiastic" if the teacher:

-- used a dull manner of presentation

-- spoke in a drone, too softly, or too loudly as to be annoying.

-- conveyed no interest in the content.

The Kentucky Teacher/Observer Dialogue Instrument

The revised Kentucky Teacher/Observer Dialogue Instrument and the general instructions for its use are presented in Figure XI.2.

The Kentucky Teacher/Observer Dialogue Instrument

Performance Areas: Planning and Evaluation of Student Progress

Teacher's Name ____
(Print) Last First Middle

Teacher's SS#________________ Date of Dialogue ________________

School Number ________________ District Number ________________

Starting Time ________________ Ending Time ________________

1. Check method(s) used in observed lesson.

___1. Lecture
___2. Discussion, Recitation, Interaction
___3. Independent Activity
___4. Combination of 1 and 2
___5. Combination of 1 and 3
___6. Combination of 2 and 3
___7. Combination of all

2. Check the subject area observed.

___1. Language Arts/English
___2. Mathematics
___3. Science
___4. Social Studies
___5. Physical Education
___6. Art
___ 7. Music
___ 8. Industrial Education
___ 9. Home Economics Education
___10. Vocational Education ______
___11. Special Education _________
___12. Other ________________

3. Check type of classroom in which observation occurred.

___1. Self-contained
___2. Field or court
___3. Library/media room
___4. Laboratory/shop
___5. Resource Room
___6. Other (Specify)______________

Provide the following information for the class observed.

4.__________Grade Level
5.__________Total number of students in class
6.__________Number of students having a learning disability
7.__________Teacher's number of completed years teaching experience

Figure XI.2 The Kentucky Teacher/Observer Dialogue Instrument

General Instructions

Planning as performance areas includes seven general processes:

1. Planning for daily lessons
2. Planning to vary instruction to address differences in learners
3. Planning the year long instructional program
4. Planning for managing student behavior relative to the learning environment
5. Evaluation to assess student progress
6. Feedback for informing students and parents and for improving instruction
7. Preparation of students for testing and monitoring of evaluation activities

Limited documentation of the teacher's planning and evaluation processes may be presented during the dialogue. Examples are:

- daily lesson plans
- exemplary program materials
- classroom rules and regulations
- summary or exemplary student data used to learn about students' abilities and interests
- sample assessment instruments (teacher made and commercial tests)
- sample feedback instruments to students and/or parents
- student achievement records (grade books, data management systems, etc.)

Materials presented by the teacher may be reviewed during the dialogue session, but may not be used during the actual assessment process using the 3 x 3 matrices. Only the observer's dialogue notes should be used while responding to the nine assessment statements associated with the seven question sets.

Each of the seven question sets should be initially stated verbatim to the teacher. After an initial response by the teacher, the observer is to follow up with specific probes to obtain the required information. Probing questions specific to each question set are provided. Some general probes that observers have found helpful are:

- Give me specific examples of . . . ?
- Tell me more about . . . ?
- Can you tell me about other processes and practices you use?
- Why do you use the process, practice or activity you have just described?

Note: The number and type of probing questions needed depend on a teacher's ability to articulate responses to the initial question and the information needed to make a valid judgment regarding each assessment statement. Remember, the purpose of probing is to draw out the needed information and give each teacher ample opportunity to completely describe their planning and evaluation processes.

QUESTION SET 1: How do you plan a lesson (today's lesson or any other)? Briefly describe how you plan the content and the involvement of students and how you decide on activities and resources you will use.

FOCUS: The teacher's process for organizing and planning daily lessons. Listen for the extent to which the teacher plans lesson elements, the extent to which the lesson elements are related, and the extent to which the lesson relates to the year's instructional program as well as the teacher's rationale for using a particular set of elements.

POSSIBLE PROBE QUESTIONS:

-- What do you typically include as elements of a daily lesson plan?
-- Tell me more about how you planned _____ for today's lesson?
-- How do the activities of today's lesson relate to your objectives?
-- Why did you choose these objectives, activities, resources, etc.?
-- How will you evaluate student learning in today's lesson?
-- How does today's lesson relate to this year's instructional program for your students?

DIALOGUE NOTES:

ASSESSMENT STATEMENT 1: Identifies learner objectives, content, instructional strategies, and lesson materials. Describes how the lesson is an integral part of this year's instructional program and how the lesson addresses the needs of students.

Knowledge / Performance	Inadequate Inappropriate Knowledge (Not Knowing)	Descriptive Comprehension Knowledge (Knowing How)	Analytical Evaluation Knowledge (Knowing Why)
Inadequate Inappropriate Performance			
Limited or Standard Performance			
Diverse or Extensive Performance			

Place an X in the box that best describes the teacher's level of performance and knowledge.

QUESTION SET 2: How do you plan for learner needs and how do you adjust your planning to accommodate learner differences? Briefly describe how you plan to teach curricular objectives that are common to the class while varying the instruction for learner differences.

FOCUS: The teacher's plans and processes to address learner differences. Listen for a common core or set of learner expectations but plans to vary instructional elements to remediate for the slow learner and to provide enrichment for the more able learner.

POSSIBLE PROBE QUESTIONS:

- -- What are the core or common expectations for all students in today's lesson?
- -- What specific activities and/or practices do you plan for students that have the most difficult time learning?
- -- What specific activities or practices do you plan for the most able learners in your class?
- -- How will the activities/practices you described address learner differences?
- -- What is your reason for selecting those activities/practices for particular students or group of students?

DIALOGUE NOTES:

ASSESSMENT STATEMENT 2: Varies activities and/or levels of expectations to adjust for learner differences while maintaining common goals or objectives that form the basis for planning.

Knowledge / Performance	Inadequate Inappropriate Knowledge (Not Knowing)	Descriptive Comprehension Knowledge (Knowing How)	Analytical Evaluation Knowledge (Knowing Why)
Inadequate Inappropriate Performance			
Limited or Standard Performance			
Diverse or Extensive Performance			

Place an X in the box that best describes the teacher's level of performance and knowledge.

QUESTION SET 3: How do you decide what to teach? Briefly outline your instructional program for the year and explain how today's lesson fits into that plan. Discuss your long-range goals for your students and your objectives for today's lesson.

FOCUS: The teacher's process for organizing and planning the year-long instructional program. Listen for the extent to which the teacher consults and uses a variety of resources for planning the year-long program and the extent to which the teacher systematically integrates and uses these sources of input for year-long planning.

POSSIBLE PROBE QUESTIONS:

-- What sources and what processes do you use to decide on your long-range instructional goals?
-- Which sources of input are most important and why do you give these sources priority?
-- How do you sequence instructional objectives to achieve your long-range goals?
-- What is your reason or rationale for sequencing your objectives and/or instructional content in the manner you have described?
-- How do your goals and objectives relate to the instructional needs of your students?

DIALOGUE NOTES:

ASSESSMENT STATEMENT 3: Uses systematic planning procedures for planning and organizing the year-long instructional program and links long-range yearly goals to short-term objectives.

Knowledge Performance	Inadequate Inappropriate Knowledge (Not Knowing)	Descriptive Comprehension Knowledge (Knowing How)	Analytical Evaluation Knowledge (Knowing Why)
Inadequate Inappropriate Performance			
Limited or Standard Performance			
Diverse or Extensive Performance			

Place an X in the box that best describes the teacher's level of performance and knowledge.

QUESTION SET 4: How do you plan for the management of your classroom? Briefly describe how you establish classroom rules and procedures and how you maintain control of the learning environment.

FOCUS: The teacher's process for planning, organizing, and managing student behavior essential to a healthy learning environment. Listen for the extent to which the teacher plans for the establishment of classroom rules and procedures at the beginning of the school year and for the extent to which the teacher monitors student behavior in relation to classroom rules and procedures.

POSSIBLE PROBE QUESTIONS:

-- What specific processes or activities do you use to establish classroom rules and procedures at the beginning of the school year?
-- Why do you use the specific processes you described and why are they important?
-- What specifically do you do to monitor student behavior during the year and maintain classroom rules and procedures?
-- Why are the processes you described essential for maintaining a positive learning environment?
-- Why did you select these processes for classroom management over others you might use?

DIALOGUE NOTES:

ASESSMENT STATEMENT 4a: Establishes classroom rules and procedures.

Knowledge / Performance	Inadequate Inappropriate Knowledge (Not Knowing)	Descriptive Comprehension Knowledge (Knowing How)	Analytical Evaluation Knowledge (Knowing Why)
Inadequate Inappropriate Performance			
Limited or Standard Performance			
Diverse or Extensive Performance			

Place an X in the box that best describes the teacher's level of performance and knowledge.

ASSESSMENT STATEMENT 4b: Monitors student behavior in relation to classroom rules and procedures.

Knowledge / Performance	Inadequate Inappropriate Knowledge (Not Knowing)	Descriptive Comprehension Knowledge (Knowing How)	Analytical Evaluation Knowledge (Knowing Why)
Inadequate Inappropriate Performance			
Limited or Standard Performance			
Diverse or Extensive Performance			

Place an X in the box that best describes the teacher's level of performance and knowledge.

QUESTION SET 5: How do you evaluate student progress? Briefly describe the areas of student progress which you evaluate, the procedures you use, the ways in which you vary evaluation for different learners, and how you maintain records of student progress.

FOCUS: The teacher's use of assessment procedures to determine individual student progress. Look for the extent to which the teacher uses formal and informal procedures, the extent to which the teacher keeps records of student progress, and the extent to which the teacher varies assessment procedures to accommodate learner differences.

POSSIBLE PROBE QUESTIONS:

-- What specific procedures and techniques do you use to assess student progress--formal and informal?
-- How do you keep records of student progress?
-- How do you determine which assessment techniques/procedures to use?
-- What do you do with the results of homework and independent practice activities?
-- How do you vary the assessment procedures for students with special learning problems?
-- Why is the assessment program you have just described sound educational practice?

DIALOGUE NOTES:

ASSESSMENT STATEMENT 5: Uses a variety of valid and frequent assessment measures as a basis for determining individual student progress, maintains accurate student records, and varies evaluation procedures to accommodate learner differences.

Knowledge / Performance	Inadequate Inappropriate Knowledge (Not Knowing)	Descriptive Comprehension Knowledge (Knowing How)	Analytical Evaluation Knowledge (Knowing Why)
Inadequate Inappropriate Performance			
Limited or Standard Performance			
Diverse or Extensive Performance			

Place an X in the box that best describes the teacher's level of performance and knowledge.

QUESTION SET 6: What do you do with your evaluation results? Briefly describe how you provide feedback to students and how you use evaluation results to improve your instruction.

FOCUS: The teacher's use of feedback for instruction and for the improvement of instruction. Look for the extent to which the teacher keeps students/parents informed about the student's progress and the extent to which evaluation results are used by the teacher to modify and improve instruction.

POSSIBLE PROBE QUESTIONS:

- -- How do students in your class receive specific feedback about test performance?
- -- How does a student in your class stay informed about his/her overall progress?
- -- How do you keep parents informed about their child's progress?
- -- What specific informal techniques do you use to inform students about their learning?
- -- Why do you use the feedback procedures you just described over others that are available?
- -- In what specific ways have you modified instruction this year based on evaluation results?
- -- How do you use evaluation results in your planning process for future instruction?
- -- Why are evaluation results important to you, your students, and your student's parents?

DIALOGUE NOTES:

ASSESSMENT STATEMENT 6a: Uses feedback procedures to inform students and parents of learning progress.

Knowledge Performance	Inadequate Inappropriate Knowledge (Not Knowing)	Descriptive Comprehension Knowledge (Knowing How)	Analytical Evaluation Knowledge (Knowing Why)
Inadequate Inappropriate Performance			
Limited or Standard Performance			
Diverse or Extensive Performance			

Place an X in the box that best describes the teacher's level of performance and knowledge.

ASSESSMENT STATEMENT 6b: Modifies instruction on the basis of student assessment data.

Knowledge Performance	Inadequate Inappropriate Knowledge (Not Knowing)	Descriptive Comprehension Knowledge (Knowing How)	Analytical Evaluation Knowledge (Knowing Why)
Inadequate Inappropriate Performance			
Limited or Standard Performance			
Diverse or Extensive Performance			

Place an X in the box that best describes the teacher's level of performance and knowledge.

QUESTION SET 7: How do you prepare for evaluation? Briefly describe the strategies you use to help students do their best in testing situations, to insure fairness in testing, and to reduce anxieties about testing.

FOCUS: The teacher's use of procedures to prepare students for testing and procedures for monitoring the testing envoronment. Look for the extent to which the teacher prepares students to do their best in testing situations and maintains a fair and comfortable testing environment.

POSSIBLE PROBE QUESTIONS:

- -- What specific procedures do you use to prepare students for testing or evaluation activities the day before a test? The day of a test?
- -- Why do you believe the specific procedures you have described are important to prepare students for testing?
- -- Test anxiety is often perceived as a problem for students. What do you do to address test anxiety?
- -- What is your role while students are taking a test?
- -- What special procedures are followed in your class during testing?
- -- What are the most critical factors that will help your students do their best on tests?

DIALOGUE NOTES:

ASSESSMENT STATEMENT 7: Prepares student for test taking and monitors the testing environment.

Knowledge Performance	Inadequate Inappropriate Knowledge (Not Knowing)	Descriptive Comprehension Knowledge (Knowing How)	Analytical Evaluation Knowledge (Knowing Why)
Inadequate Inappropriate Performance			
Limited or Standard Performance			
Diverse or Extensive Performance			

Place an X in the box that best describes the teacher's level of performance and knowledge.

Professional Growth and Development and Professional Leadership/Initiative Instruments

The instruments (i.e., listing of goals and associated activities) for Professional Growth and Development and Professional Leadership/Initiative are presented in Figures XI.3 and XI.4 respectively.

Professional Growth and Development Goal-Setting Instrument

Professional Growth and Development is defined as the ability and willingness to undertake self-improvement activities related to increasing one's professional knowledge and skills as demonstrated through performance on the job.

Teachers are required to complete ten (10) professional growth points in a two-year period for career ladder Step 3 and another ten (10) professional growth points for career ladder Step 4.

To receive full credit for a goal, a teacher must complete a minimum of four (4) activity stars listed under that goal. The following are general considerations concerning goals and activities:

1. Activites were assigned stars based on a validation process identifying activities with specific goals. Therefore, transferring activities from one goal to another invalidates the weighting of that activity and is not allowed.
2. Additional activities that might be proposed should be incorporated only after a validation process is conducted. This process is described in detail in the Implementation Issues section of this manual.
3. Partial fulfillment of any goal is not advised. However, if the teacher and principal deem it best, a teacher may contract for partial fulfillment of a goal. The percentage of the goal points to be earned is defined by the star-value of the selected activity(ies). That is, each star represents 25% of the goal points. Thus, a one-star activity would earn 25% of the points, a two-star activity would earn 50% of the points, a three-star activity would earn 75% of the points, and a four-star activity would earn 100% or all of the goal points.

Goals and activities were identified through research utilizing a representative panel of Kentucky teachers, administrators, and university personnel. The weights for the goals and activities were based on the professional judgment of 1650 randomly selected Kentucky teachers and administrators who rated each goal and activity on its relevance to professional growth and its difficulty to complete.

Figure XI.3 Professional Growth and Development Goal-Setting Instrument

PROFESSIONAL GROWTH AND DEVELOPMENT GOALS, LEADERSHIP POINTS, ACTIVITIES, AND ACTIVITY STARS

Goal A. TO IMPROVE PERSONAL DIAGNOSIS AND EVALUATION SKILLS IN ORDER TO ASCERTAIN INSTRUCTIONAL LEVELS AND NEEDS OF LEARNERS (6 professional growth points)

**** 1. Develop specific tests to determine instructional levels and/or prerequisite needs of learners
**** 2. Take coursework in measurement and/or testing
** 3. Attend workshops/seminars in measurement and/or testing
** 4. Utilize published diagnostic materials, such as achievement tests, to analyze individual learner needs
* 5. Read testing manuals and/or other published materials about testing
* 6. Use informal methods, such as classroom observation, to assess individual learner needs

Goal B. TO ADAPT INSTRUCTIONAL TECHNIQUES TO THE DEMONSTRATED INSTRUCTIONAL NEEDS OF THE INDIVIDUAL STUDENT (6 professional growth points)

**** 1. Develop an individualized educational plan for specific students with differing needs
**** 2. Develop strategies for dealing with students displaying various behavioral characteristics
** 3. Team teach a lesson for the benefit of a special group of students
** 4. Utilize several teaching styles in the course of one lesson in order to reach students with different learning styles

Goal C. TO INCREASE UNDERSTANDINGS OF CURRENT CONCEPTS AND THEORIES AS THEY RELATE TO THE TEACHER'S SUBJECT AREA AND JOB ASSIGNMENT (4 professional growth points)

**** 1. Develop a position paper on new techniques used in the classroom
**** 2. Develop a catalog of new ideas on instructional techniques and their respective sources
*** 3. Develop lesson plans on new facets of one's subject area
* 4. Read professional literature from professional associations focusing on the teaching of specific subject areas

Goal D. TO IMPROVE CLASSROOM MANAGEMENT AND ORGANIZATIONAL SKILLS (4 professional growth points)

**** 1. Take advanced coursework in courses pertaining to classroom management/discipline

*** 2. Modify classroom management/discipline strategies to be consistent with current knowledge

*** 3. Incorporate management techniques into planning for classroom interactions and structure

* 4. Attend a training session on classroom management

* 5. Develop an awareness of recent literature on classroom management

Goal E. TO INCREASE INTERPERSONAL AND COMMUNICATION SKILLS (3 professional growth points)

*** 1. Gain an understanding of individual interpersonal styles of operation of students and other faculty members

** 2. Discuss literature pertaining to interpersonal communication skills with colleagues

** 3. Attend workshops, skill development seminars, etc. which focus upon the use of interpersonal skills

** 4. Review books, articles, etc. which pertain to interpersonal communication skills

* 5. Develop an increased understanding of one's own personal style of teaching and interacting with others

Goal F. TO INCREASE UNDERSTANDINGS OF DIFFERENT SOCIO-ECONOMIC, ETHNIC, AND CULTURAL GROUPS (3 professional growth points)

** 1. Participate in a training session on minority group(s)

** 3. Invite guest speakers to the classroom who represent minority groups

Goal G. TO PURSUE GRADUATE DEGREE(S) AND/OR RECEIVE COURSE CREDIT DIRECTLY RELATED TO THE INDIVIDUAL TEACHER'S ASSIGNMENT (3 professional growth points)

**** 1. Take content specific advanced coursework dealing with instructional techniques in the content/subject matter area

**** 2. Complete graduate level college coursework directly related to one's current teaching assignment

- ** 3. Complete short courses offered by universities or certification groups
- ** 4. Complete undergraduate level college coursework directly related to one's current teaching assignment

Goal H. TO ATTEND WORKSHOPS, SEMINARS, AND/OR PROFESSIONAL DEVELOPMENT ACTIVITIES DIRECTLY RELATED TO THE INDIVIDUAL TEACHER'S TEACHING ASSIGNMENT (3 professional growth points)

- *** 1. Actively participate in professional development activities related to the teaching professional
- ** 2. Attend professional development activities related to one's teaching assignment
- ** 3. Audit a class related to one's teaching assignment
- ** 4. Complete short courses offered by universities or certification groups
- * 5. Participate in a training session related to one's teaching assignment
- * 6. Attend meetings of professional organizations related to one's teaching assignments

Goal I. TO TRY NEW METHODS/APPROACHES IN THE CLASSROOM AND EVALUATE THEIR SUCCESS (2 professional growth points)

- **** 1. Develop, implement, and evaluate a classroom instructional multi-media program
- *** 2. Develop and implement a plan designed to evaluate the effectiveness of new methods
- ** 3. Develop, implement, and evaluate a model lesson
- ** 4. Develop a rationale for the use of new techniques in one's instruction
- * 5. Discuss with colleagues the results of a new method used in one's own classroom

Goal J. TO INCORPORATE KNOWLEDGE OF CURRENT EDUCATIONAL RESEARCH AND DEVELOPMENT INTO INSTRUCTIONAL PRACTICES BY USING IDEAS FROM PROFESSIONAL BOOKS, JOURNALS, AND/OR PROFESSIONAL ORGANIZATIONS (2 professional growth points)

- **** 1. Develop a catalog of new ideas on instructional techniques and their respective sources
- **** 2. Write a grant proposal for classroom modifications based on current professional literature
- ** 3. Implement new instructional methodology based on new information

- ** 4. Write and implement a model lesson plan
- ** 5. Integrate new ideas from various sources into one's present instructional strategies
- ** 6. Use materials from a current educational publication in developing and teaching a lesson
- ** 7. Develop new lesson plans based on professional literature.
- ** 8. Develop lesson plans on new facets of one's teaching assignment

Goal K. TO DEVELOP, IMPLEMENT, AND VERBALIZE A PERSONAL EDUCATIONAL PHILOSOPHY CONSISTENT WITH CURRENT KNOWLEDGE (2 professional growth points)

- **** 1. Develop a position paper on new techniques used in the classroom
- ** 2. Develop, summarize, and discuss a professional belief/philosophy in an interview
- * 3. Modify instructional strategies to better fit one's educational philosophy
- * 4. Develop a written analysis of one's personal beliefs or philosophy regarding the educational process
- * 5. Demonstrate how behavior in the classroom is consistent with one's stated educational philosophy

Goal L. TO SEEK AND UTILIZE COMMUNITY RESOURCES TO ENHANCE CLASSROOM INSTRUCTION (1 professional growth point)

- **** 1. Develop a catalog of community resources to aid in instruction
- **** 2. Write a proposal for obtaining civic support for a special project
- *** 3. Participate in community organizations in order to enhance instruction
- *** 4. Use various resources and describe how they enhanced instruction
- * 5. Invite classroom speakers for class presentations

Professional Leadership and/or Initiative Goal-Setting Instrument

Professional Leadership and/or Initiative is defined as the ability and willingness to effectively use one's knowledge and skills through conducting or engaging in activities designed to facilitate the development of curricula, other professionals, and student and community programs.

Teachers are required to complete ten (10) professional leadership points in a two-year period for career ladder Step 3 and another twenty (20) professional leadership points for career ladder Step 4.

To receive full credit for a goal, a teacher must complete a minimum of four (4) activity stars listed under that goal. The following are general considerations concerning goals and activities:

1. Activites were assigned stars based on a validation process identifying activities with specific goals. Therefore, transferring activities from one goal to another invalidates the weighting of that activity and is not allowed.
2. Additional activities that might be proposed should be incorporated only after a validation process is conducted. This process is described in detail in the Implementation Issues section of this manual.
3. Partial fulfillment of any goal is not advised. However, if the teacher and principal deem it best, a teacher may contract for partial fulfillment of a goal. The percentage of the goal points to be earned is defined by the star-value of the selected activity(ies). That is, each star represents 25% of the goal points. Thus, a one-star activity would earn 25% of the points, a two-star activity would earn 50% of the points, a three-star activity would earn 75% of the points, and a four-star activity would earn 100% or all of the goal points.

Goals and activities were identified through research utilizing a representative panel of Kentucky teachers, administrators, and university personnel. The weights for the goals and activities were based on the professional judgment of 1650 randomly selected Kentucky teachers and administrators who rated each goal and activity on its relevance to professional growth and its difficulty to complete.

Figure XI.4 Professional Leadership and/or Initiative Goal-Setting Instrument

PROFESSIONAL LEADERSHIP AND/OR INITIATIVE GOALS, LEADERSHIP POINTS, ACTIVITIES, AND ACTIVITY STARS

Goal A. TO PROMOTE PARENT/COMMUNITY INTEREST IN THE SCHOOL (6 professional leadership points)

- *** 1. Assume a leadership role in the school's parent/teacher organization
- * 2. Provide community speakers for classroom experience
- * 3. Participate in the parent/teacher organization

Goal B. TO CREATE MATERIALS OR PROGRAMS AND SHARE WITH PEERS AND/OR ADMINISTRATORS (5 professional leadership points)

- **** 1. Develop a professional multimedia presentation
- **** 2.. Write a model curriculum
- **** 3. Develop a resource booklet of materials to be shared with colleagues
- **** 4. Develop a professional videotape presentation
- **** 5. Develop and present problem solving strategies with peers
- **** 6. Write a grant proposal
- **** 7. Conduct a research project
- **** 8. Write a professional article
- **** 9. Write a professional book
- **** 10. Write a proposal for change in the school

Goal C. TO CONDUCT WORKSHOPS OR TRAINING SESSIONS DESIGNED TO INCREASE KNOWLEDGE AND SKILLS OF OTHERS (4 professional leadership points)

- **** 1. Present a workshop for another district
- **** 2. Present a workshop for the State Department of Education
- **** 3. Present a workshop at a state meeting
- **** 4. Present a workshop at a national meeting
- ** 5. Develop and conduct a workshop and/or seminar for colleagues in one's school
- ** 6. Present a workshop in one's school system

Goal D. TO TAKE AN ACTIVE ROLE IN THE IDENTIFICATION AND RESOLUTION OF INSTRUCTIONAL PROBLEMS AND OTHER SCHOOL-RELATED PROBLEMS (4 professional leadership points)

- **** 1. Write a proposal for change in the school
- ** 2. Share problem solving strategies with peers

- ** 3. Serve as chairperson of a school problem solving committee
- ** 4. Serve on a school problem solving committee
- ** 5. Serve as an active member of a school-based committee
- ** 6. Serve as an active member of an accreditation committee in one's school

Goal E. TO ASSIST IN ESTABLISHING SCHOOL GOALS AND TAKE AN ACTIVE ROLE IN ACHIEVING THEM (4 professional leadership points)

- ** 1. Serve as an active member of a school-based committee
- ** 2. Serve as chairperson of a committee to develop school goals
- ** 3. Serve as an active member of a committee to develop school goals

Goal F. TO INITIATE AND IMPLEMENT ACTIVITIES AND PROJECTS IN THE SCHOOL (3 professional leadership points)

- **** 1. Conduct a research project
- **** 2. Develop a grant proposal to provide additional school programs.
- *** 3. Direct school academic teams
- ** 4. Develop a proposal for extra school programs
- ** 5. Coordinate a school activity
- ** 6. Assist in directing school academic teams
- * 7. Participate on special project committees

Goal G. TO WORK COOPERATIVELY WITH PEERS, ADMINISTRATORS, AND COMMUNITY MEMBERS IN PLANNING, AND IMPLEMENTING CURRICULAR AND EXTRACURRICULAR ACTIVITIES (3 professional leadership points)

- **** 1. Develop a grant proposal for extra school programs
- **** 2. Develop a proposal for extra school programs
- *** 3. Direct school academic teams
- *** 4. Serve as chairperson of a curriculum development committee
- ** 5. Coordinate a school activity
- ** 6. Initiate a school activity
- ** 7. Coordinate extracurricular student activities
- ** 8. Assist in directing school academic teams
- * 9. Serve as an active member of a planning group for academic programs
- * 10. Participate in a curriculum development committee

Goal H. TO PROVIDE A LEADERSHIP MODEL AND FOSTER PROFESSIONALISM THROUGH DEMONSTRATING/MODELING LEADERSHIP TECHNIQUES (3 professional leadership points)

**** 1. Write a model curriculum
**** 2. Present a workshop at a state meeting
** 3. Assist in directing school academic teams
** 4. Serve as an active member of a state committee
** 5. Serve as an active member of a professional organization at the local level

Goal I. TO EFFECTIVELY SERVE IN A LEADERSHIP POSITION IN THE SCHOOL, DISTRICT, AND/OR PROFESSIONAL ORGANIZATION (2 professional leadership points)

**** 1. Serve as a chairperson or member of a state committee
**** 2. Serve as an officer of a professional organization at the state/regional level
**** 3. Serve as a chairperson of an accreditation team in another school
*** 4. Assume a leadership role in a professional organization
*** 5. Serve as an active member of an accreditation team in another school
** 6. Serve as a chairperson of a school system committee
** 7. Serve as a chairperson of a school-based committee
** 8. Serve as a chairperson of a planning group for academic programs
** 9. Serve as a chairperson of a school curricular committee
** 10. Serve as a chairperson of an accreditation team in one's own school
** 11. Serve as an officer of a professional organization at the local level
* 12. Serve as a chairperson on a special project committee
* 13. Serve as an active member of an accreditation team in one's own school
* 14. Serve as an active member of a school system committee
* 15. Serve as an active member of a professional organization at the state/region level

Goal J. TO FOSTER THE DEVELOPMENT OF LEADERSHIP SKILLS FOR STUDENTS IN THE CLASSROOM THROUGH DEMONSTRATING A PERSONAL LEADERSHIP MODEL (1 professional leadership point)

** 1. Develop and present a lesson on leadership in the classroom

** 2. Demonstrate leadership roles in the classroom

GOAL SET CONTRACT SUMMARY
Professional Growth and Development
Career Ladder Step 3/4 (Circle one).

Goal__________ . . . . Professional Growth Points _______

ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total ____4____

Goal__________ . . . . Professional Growth Points _______

ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total ____4____

Goal__________ . . . . Professional Growth Points _______

ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total ____4____

Goal__________ . . . . Professional Growth Points _______

ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total ____4____

Goal__________ . . . . Professional Growth Points _______

ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total ____4____

Professional Growth and Development Total ___10___

The above contract, along with all goals, activities, and documentation items, was negotiated on __________(date). The End of the First Year In-Progress Review negotiation meeting is planned for __________(date). The Final End of the Second Year Review is planned for ____________(date).

Teacher's Signature ________________________ Date __________

Principal's Signature ________________________ Date __________

Superintendent's Signature ________________________ Date __________

NOTE: An activity summary sheet for each goal must be attached before the goal set is presented to the principal for the preconference review.

GOAL SET CONTRACT SUMMARY
Professional Leadership and/or Initiative
Career Ladder Step 1/4 (Circle one).

Goal__________ . . . . Professional Growth Points ______
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total 4

Goal__________ . . . . Professional Growth Points ______
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total 4

Goal__________ . . . . Professional Growth Points ______
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total 4

Goal__________ . . . . Professional Growth Points ______
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total 4

Goal__________ . . . . Professional Growth Points ______
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total 4

Goal__________ . . . . Professional Growth Points ______
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total 4

Goal__________ . . . . Professional Growth Points ______
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total 4

Goal__________ . . . . Professional Growth Points ______
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total 4

Goal__________ . . . . Professional Growth Points ______
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total 4

Goal__________ . . . . Professional Growth Points ______
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
ACTIVITY __________ Activity Star Value __________
Total 4

Professional Leadership and/or Initiative Total (Circle) 16/20

The above contract, along with all goals, activities, and documentation items, was negotiated on __________(date). The End of the First Year In-Progress Review negotiation meeting is planned for __________(date). The Final End of the Second Year Review is planned for __________(date).

Teacher's Signature ______________________ Date __________

Principal's Signature ______________________ Date __________

Superintendent's Signature ______________________ Date __________

NOTE: An activity summary sheet for each goal must be attached before the goal set is presented to the principal for the preconference review.

ACTIVITY SUMMARY SHEET for CATEGORY ____________________ GOAL______

ACTIVITY ________________

Describe the specific nature of the proposed activity.

How will successful completion of this activity be determined and what specific documentation will be provided to demonstrate completion of the activity?

When will the activity be completed?

ACTIVITY ________________

Describe the specific nature of the proposed activity.

How will successful completion of this activity be determined and what specific documentation will be provided to demonstrate completion of the activity?

When will the activity be completed?

ACTIVITY ________________

Describe the specific nature of the proposed activity.

How will successful completion of this activity be determined and what specific documentation will be provided to demonstrate completion of the activity.?

When will the activity be completed?

IN-PROGRESS REVIEW FORM

Complete this form after the 2-year goal set has been completed and signed. At the end of the first year, on the date set at the initial meeting, discuss projected goals, activities, and progress toward goal completion. Negotiate modifications in activities and documentation if necessary.

PROFESSIONAL GROWTH AND DEVELOPMENT

LIST EACH PROPOSED GOAL AND ACTIVITY (ACCORDING TO LETTER AND NUMBER)	INDICATE WHEN EACH ACTIVITY IS PROJECTED FOR COMPLETION AND CHECK IN THE SPACE PROVIDED AS ACTIVITIES ARE COMPLETED							
	FIRST YEAR				SECOND YEAR			
	FALL		SPRING		FALL		SPRING	
	PROJECTED	COMPLETED	PROJECTED	COMPLETED	PROJECTED	COMPLETED	PROJECTED	COMPLETED
GOAL ____ ACTIVITIES ________								
GOAL ____ ACTIVITIES ________								
GOAL ____ ACTIVITIES ________								
GOAL ____ ACTIVITIES ________								
GOAL ____ ACTIVITIES ________								

PROFESSIONAL LEADERSHIP AND/OR INITIATIVE

LIST EACH PROPOSED GOAL AND ACTIVITY (ACCORDING TO LETTER AND NUMBER)	INDICATE WHEN EACH ACTIVITY IS PROJECTED FOR COMPLETION AND CHECK IN THE SPACE PROVIDED AS ACTIVITIES ARE COMPLETED							
	FIRST YEAR				SECOND YEAR			
	FALL		SPRING		FALL		SPRING	
	PROJECTED	COMPLETED	PROJECTED	COMPLETED	PROJECTED	COMPLETED	PROJECTED	COMPLETED
GOAL ____ ACTIVITIES ________								
GOAL ____ ACTIVITIES ________								
GOAL ____ ACTIVITIES ________								
GOAL ____ ACTIVITIES ________								
GOAL ____ ACTIVITIES ________								

Teacher's Signature______________________________ **Date**____________________

Principal's Signature______________________________ **Date**____________________